

ESTABLISHING DISCIPLINE IN THE CONTEMPORARY CLASSROOM

BY

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DECLARATION

I, Jane Mathukhwane Serakwane, declare that this study titled

ESTABLISHING DISCIPLINE IN THE CONTEMPORARY CLASSROOM

is my work. This dissertation has never been submitted for any degree at any other university. All the sources in this study have been indicated and acknowledged by means of direct or indirect references.

Signed

Date



DEDICATION

**I dedicate this dissertation to
Katlego Precious Serakwane
My Daughter
My Inspiration**

ACKNOWLEDGEMENTS

My sincere gratitude to:

God Almighty, for His grace that has been sufficient to give me strength and courage to persevere and complete this study. Glory to His name.

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SUMMARY

Establishing discipline in the contemporary classroom is a challenge to most educators. The real challenge lies in the implementation of discipline measures and procedures that uphold order in the classroom with understanding and compassion and more importantly, in the development of self-discipline in learners.

The researcher adopted a qualitative approach to understand the phenomenon *classroom discipline* and to answer the research questions that sought to explore the meaning that is attached to the word “discipline” by individual educators, the challenges that educators are faced with in their classrooms, as well as the discipline strategies that they employ to establish discipline. A case study involving three high schools was conducted. Data was collected through interviews and observations.

It has emerged in the findings that educators face a daily struggle in terms of establishing discipline in their classrooms; educators attach different meanings to the word “discipline” and the meaning that individual educators attach to “discipline” impacts on their choice of discipline strategies. Most of the discipline strategies employed by educators are control-oriented and thus hinge on rewards and punishment. The study also revealed that when these control-oriented strategies are employed to establish discipline, learners engage in various coping mechanisms, which ultimately render these strategies ineffective, and thus minimise any chance the child has to develop self-discipline. Essentially, learners who have been coerced usually show very little self-control when they are outside the influence of the controller.

Recommendations based on findings and conclusions of this study are discussed and revolve mainly around the use of proactive discipline strategies that are

geared to promote self-discipline and thus inner control. The recommendations outline proactive discipline strategies that could be employed by educators to establish discipline in their classrooms and suggest the creation of a good educator-learners relationship, the empowerment of learners to be in charge of their behaviour, responsibility training, inculcation of values, character development, modelling good behaviour, and strengthening of partnership with parents and other support structures in behaviour management. Benchmarking for best practices with other schools and conducting internal workshops for educators to share classroom discipline issues and solutions, as well as skills development programmes for training and development of educators are recommended.

The study hopes to contribute to the existing body of knowledge and will be useful to educators by enabling them to find more constructive ways of building a culture of discipline among learners. It will also help educators develop personal systems of discipline tailored to their individual philosophies as well as to the needs and social realities of their schools and communities.

KEY WORDS

1. Discipline
2. Misbehaviour
3. Self-discipline
4. Classroom management
5. Control-oriented strategies
6. Proactive strategies
7. Punishment
8. Rewards
9. Classroom
10. Challenges

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Chapter 1: Contextualisation and problem setting

1.1 Introduction

The concern about learner discipline is not declining but continues to increase. Learner discipline is still among the most serious problems which educators must deal with and a contributory factor in their leaving the profession.

Rossouw (2003:414) asserts that currently one of the most prominent factors influencing the learning environment in South African schools is the conduct of learners. Supporting Rossouw's assertion, Stewart (2004:318) points out that maintaining discipline is seen to be a major problem and is a source of stress to educators and, consequently, a major cause of resignations from the profession. The fact that learner discipline constitutes an acute problem in South African schools is also clear from studies conducted by De Klerk and Rens (2003), Maree and Cherian (2004), Oosthuizen, Roux & Van der Walt (2003) and from popular South African media reports with headings such as "Inside city's school from hell" (Bateman, 2007:1), "Pupils still victims of brutality at school" (SAPA, 2006:6) as well as from speeches delivered by the current Minister of Education, Naledi Pandor with headings such as "Legislation supports the creation of safer schools" (Department of Education, 20 Oct. 2006) and "School discipline and safety" (Department of Education, 21 Nov. 2006). While some educators feel unfulfilled and some are ready to leave teaching because they can no longer tolerate dealing with disrespectful and uncommitted learners, Charles (2002:2) contends that there are, however, great numbers of very successful educators, working in all types of schools with all types of learners who find teaching enjoyable and rewarding.

Since 1994 the South African society has in its attempt to obtain a democratic and humane nation, undergone major social, economic and political changes. Among the changes in the education sector is the abolishment of corporal punishment (Department of Education, 2001: Preface) in all schools under the

South African Schools Act No. 84 of 1996 (hereafter Schools Act). Prior to 1996 educators would use the cane as a way of keeping control and dealing with learners who stepped out of the line. It was during the 1970s, when resistance to apartheid became more intense, that learner organisations began to demand an end to learner abuse in the classroom and in the 1980s learners, educators and parents formed “Education Without Fear” to campaign actively against the whipping of children (Department of Education, 2001:5). Concurrently, perceptions about corporal punishment began to change as research increasingly showed a direct link between corporal punishment and levels of violence in the society and that corporal punishment is not the solution.

Corporal punishment has been outlawed by the Constitution of the Republic of South Africa Act No. 108 of 1996 (hereafter Constitution) and the Schools Act, and thus legally no longer has a place in the South African schools. “Since 1996, corporal punishment has not been permitted in public schools in the Republic of South Africa (RSA)”, maintains Maree and Cherian (2004:72). However, Maree and Cherian (2004:72) further maintain that not all schools abide by this ban. Seemingly many educators find themselves in a position of not knowing what to do in the absence of corporal punishment. Educators are therefore left with the responsibility of identifying and implementing alternative and effective disciplinary practices.

1.2 Problem statement

The intent of a problem statement in qualitative research is to provide a rationale or need for studying a particular issue or problem (Creswell, 2007:102).

It is puzzling to observe that some educators are able to establish discipline in the contemporary classroom while their colleagues are struggling to achieve the same.

In my thirteen years of experience as a lecturer at a college of education I had opportunities to evaluate student teachers during their teaching practices. From my observations and through the discussions that I had with them, my colleagues, and other educators who are in-service I discovered that classroom discipline is one of the most important challenges facing educators today. In the wake of new education legislation and regulations that regulate discipline and punishment, many educators are finding it increasingly difficult to maintain discipline in their classrooms.

The Schools Act makes it clear that corporal punishment may no longer be used in public and independent (private) schools as a means of punishment. In addition, Section 12 of the Constitution states that everyone has the right not to be treated or punished in a cruel, inhuman or degrading way. However, vestiges of a more punitive and primitive nature still linger in some schools because educators lack knowledge, skills and the disposition to bring about effective classroom discipline that will instill self-discipline, self-direction and positive attitudes in learners and therefore enhance productivity in the contemporary classroom.

There are a number of discipline strategies or methods that have been recommended by the Department of Education (2001) that could be employed by educators; however, some of these methods are perceived to be ineffective by the majority of educators.

Most schools and classrooms are plagued by serious learner misbehaviour that has an adverse impact on teaching and learning. While some educators and parents still call for the reintroduction of corporal punishment, some schools still administer corporal punishment. Porteus, Vally and Ruth (2001:6) maintain that a large number of South African educators still see corporal punishment as a necessary classroom tool. The empirical study of Mentz, Steyn and Wolhuter (2003, as cited in Oosthuizen et al., 2003:458), found that in the sample of their study 10% of schools still use corporal punishment despite the fact that this form of punishment has been abolished six years prior to the study. Morrel (2001:296) also found that the use of corporal

punishment was still relatively common in township schools. Maree and Cherian (2004:72) also indicate that corporal punishment is still used in some schools. “The quantum leap in terms of corporal punishment has not materialized.... In truth, in many cases it seems as if little has changed since the abolition of corporal punishment in South Africa” maintain Maree and Cherian (2004:72). Morell (2001:292) sees the persistent and illegal use of corporal punishment as due to among other factors, the legacy of authoritarian education practices and the belief that corporal punishment is necessary for orderly education to take place.

The reality of the situation is that many educators face daily struggles with issues of discipline in their school environment and in their classrooms. Many educators have to deal with disruptive learners; corporal punishment has been part of the history of many learners and educators and change is in itself often a difficult process (Department of Education, 2001).

As a result of the struggle that they are faced with regarding discipline, educators use classroom discipline strategies they believe to be pedagogically sound and each discipline strategy has a distinct impact on learners. Some discipline strategies are effective while some are not.

Because discipline problems are so prevalent, many specialists in related fields such as Rogovin (2004), Charles (2002), Edwards (2000), Joubert and Squelch (2005), Babkie (2006), Shechtman and Leichtentritt (2004) and Rosen (2005) to mention just a few, have attempted to provide help for educators. Their suggestions come from a variety of perspectives and are based on different assumptions about the purposes of schooling and the capabilities of learners. Educators often fail to scrutinise the assumptions on which these discipline approaches are based or to measure them against their own values and educational philosophy. Some educators use a procedure simply if it “works”. Knowing a successful method of discipline is essential to educators; so are the educators’ own values and beliefs about discipline. To make decisions about discipline, educators must have a thorough

understanding of the assumptions that undergird various discipline approaches in addition to knowledge of theory and practical application. Otherwise, informed choice is impossible (Edwards, 2000: V). This struggle seems to be common among many educators and therefore exposes an existing gap in the teaching fraternity that needs to be filled.

The real challenge lies in the implementation and maintenance of disciplinary measures and procedures that uphold order in classrooms with understanding and compassion and more importantly, develop self-discipline in learners. The big question is: What meaning do educators attached to the word “discipline”? Which discipline challenges are educators currently faced with? Which discipline strategies are currently employed by educators to establish discipline in their classrooms? If punishment tends to be ineffective and produce unexpected negative results, what can be done to replace it? Which knowledge, skills, attitudes and values are required of educators to establish discipline in the classroom? Are educators well trained and developed in the field of classroom discipline?

According to Garrahy, Cothran and Kulinna (2005:56) a more promising approach to answer the question focuses more on what educators know and how this leads to the decisions they make in class. Unless educators are capacitated and come to acquire the necessary knowledge, skills and disposition to execute these roles effectively as well as make informed decisions, they are likely to face classrooms characterised by disrespect, disorder and unproductivity.

I hope that the findings from my research will contribute to the existing body of knowledge and will be useful to educators by enabling them to find more constructive ways of building a culture of discipline among learners and to help educators develop personal systems of discipline tailored to their individual philosophies and personalities as well as to the needs and social realities of their schools and communities.

1.3 Statement of purpose

A statement of purpose is a statement that provides the major objective or intent, or “road map” to the study (Creswell, 2007:102).

The purpose of my research is to understand the meaning that is attached to the term “discipline” in schools, challenges that educators are faced with in the contemporary classroom and the discipline strategies that they employ and those that are recommended in literature with an intention of finding best discipline strategies that could be employed by educators in order to enable them to establish discipline in the contemporary classroom.

The above statement of purpose emanates from the problem statement. In order to conduct the research and achieve its purpose, the following research questions will be explored:

1. What meaning is attached to the word “discipline” in schools?
2. Which discipline challenges are educators faced with in the contemporary classroom?
3. Which discipline strategies are currently employed by educators in their classrooms?

1.4 Theoretical and conceptual framework

A theoretical framework positions the research in the discipline or subject in which the researcher is working (Henning, van Rensburg & Smit, 2004:25). It enables the researcher to theorise about the research. It helps the researcher to make explicit his or her assumptions about the interconnectedness of the way things are related in the world. Henning et al. (2004:25) further state that a theoretical framework also provides an orientation to the study in the sense that it reflects the stance the researcher adopts in his or her research. This

means that a theoretical framework “frames” the study because when research is conducted, it will remain within the boundaries of the “frame”. In this way a theoretical framework becomes a structure that guides research constructed by using established explanation of certain phenomenon and relationships. “A broad theoretical framework thereby leads, logically, to a certain conceptual framework” Henning et al. (2004:25) maintain. They therefore explain a conceptual framework as an alignment of the key concepts of the study. On the basis of these explanations of theoretical and conceptual framework, section 1.4.1 provides the theoretical framework of this study and section 1.4.2 provides the conceptual framework.

1.4.1 Theoretical framework

Underpinning my research is the belief that classroom discipline is indispensable for effective teaching and learning and that true discipline is discipline that develops self-discipline. My theoretical framework begins with looking at the meaning of discipline from different perspectives and draws heavily on theory that advocates self-discipline. Threaded into this study is the South African legislative framework that impacts on classroom discipline (i.e. The Bill of Rights in the Constitution and Section 10 of the Schools Act), the three major models of classroom management (i.e. the assertive model, the logical consequences model and the teacher effectiveness model) as well as views of other researchers who look at classroom discipline from a value-based perspective.

Classroom discipline as the core of this study is thus looked at from the Education Management, Law and Policy Studies framework in the belief that law forms the framework for educational management that has its basis in the Constitution as well as the Schools Act outlining the purpose of law as not only control but to provide values. Principles of the three models of classroom management are discussed in this study in the belief that a thoughtfully constructed model of classroom management will provide a foundation from which educators make well informed classroom management decisions and

respond to issues of learner misbehaviour. Thus this study will be aligned to the democratic classroom management approach and its value-based nature.

According to Joubert and Squelch (2005:17) educators maintaining discipline in schools should exercise care not to infringe the learners' right to human dignity. The two researchers hold that belittling, name-calling and humiliating learners in front of their peers are examples of how learners' dignity may be infringed. They maintain that out of the values of human dignity flow the practices of compassion, kindness, and respect which are at the very core of making schools places where the culture of teaching and the culture of learning thrive.

Joubert and Squelch (2005:2-4) further state that creating and maintaining discipline depends on effective leadership, clear communication and good planning by educators, shared values and a positive school ethos. They say that effective leaders are able to create an orderly, harmonious classroom environment and lead by example. Joubert and Squelch's theory clearly suggests that educators who lack classroom leadership skill have less control over learners and as a result cause most discipline problems occurring in the classroom.

Porteus et al. (2001:59) maintain that a way to achieve effective classroom discipline is to put emphasis on the importance of participation and involvement in the thinking and decision-making process within a classroom. In this way Porteus et al., (2001) advocate a democratic approach to classroom discipline that emphasises shared responsibility between learners and educators. Rogovin (2004:54) concurs with Porteus et al., (2001) and maintains that educators' goal should be to have learners responsible for their own behaviour within the rules and procedures that have been discussed with them previously.

Supporting Porteus et al., (2001) and Rogovin (2004) on the emphasis on participation and involvement of learners in the decision making process

within the classroom, Dreikurs, Grunwalt and Pepper (1982:80) add that one of the reasons for the present dilemma concerning discipline is that most educators use the word discipline to mean control through punitive measures. The researchers maintain that discipline should not be regarded as synonymous with punishment, especially not with corporal punishment.

Educators face challenges with regard to discipline in the contemporary classroom where corporal punishment is prohibited by law. As a result, many classrooms are characterised by disorder. It is imperative that educators should come to have the capability of producing responsible, constructively critical, optimistic, intrinsically motivated, respecting and successful learners. Any form of punishment, and more especially corporal punishment, has never been an effective measure or a successful strategy to achieve discipline; instead it promotes irresponsibility, instills fear among learners, passiveness and lessened learners' commitment to learning. The learners' good conduct becomes temporary. As long as the educator is around, the learners behave responsibly, and as soon as the educator leaves the scene, the learners behave irresponsibly. The learners under such circumstances do not come to understand the essence of good behaviour and being committed to learning.

There are a number of alternative forms of punishment beside corporal punishment that educators use but it seems as if educators neglect the development of a responsible individual, who is intrinsically motivated. Even the element of establishing a good educator-learner relationship seems to be neglected by some educators.

Whereas discipline in most classrooms hinges on reward and punishment, effective techniques should encourage learners to behave acceptably because they see that doing so is advantageous to themselves and their classmates. Educators should work with learners helpfully and respectfully, ensuring learning while preserving learner dignity and a good educator-learner relationship.

From the articulations of the above cited researchers, the following classroom management principles become apparent: human dignity, positive school ethos, shared values, leading by example, learner participation and involvement, democratic approach to class discipline, shared responsibility between learners and educators as well as a good educator-learner relationship. These classroom management principles are critical in the process of establishing discipline in the contemporary classroom.

1.4.2 Clarification of concepts

Hereunder the most important concepts that are used throughout this study are defined and explained.

1.4.2.1 Discipline

From a Biblical perspective, the root word of discipline is disciple (Rossouw, 2003:420). Disciple means follower of the doctrines of an educator (Collins, 2002:249). Disciple in this context is equivalent to a learner. It is envisaged that learners become disciples. Rossouw (2003:420) maintains that a disciple is a disciplined person and thus to discipline is an act of providing the learner with the skills required to help him to be prepared to act as a responsible and effective disciple. This means that when educators discipline learners, they are making disciples (disciplined persons). In this way discipline is defined as training that develops self-control and it is in the true sense of the word positive.

Foucault (1977:215) differs from Rossouw (2003) and defines 'discipline' as a type of power, ... comprising a whole set of instruments, techniques, procedures, levels of application, targets, which may be taken over either by specialised institutions or by institutions that use it as an essential instrument for a particular act or by pre-existing authorities that find it as a means of reinforcing or reorganising their internal mechanisms of power. In this way Foucault defines discipline as control.

According to Charles (2002:3) the word “discipline” has several different definitions but two predominant in education. The first refers to learner behaviour, for example, “This learner has discipline.” The second refers to what educators do to help learners behave acceptably, for example, “Mr. Hindle’s discipline is effective.” Charles’s (2002:3) definition concurs with Rossouw’s (2003:420). Educators discipline (what educators do) the learners so that the learners become disciplined persons (learner behaviour). Both meanings, i.e. what educators do and learner behaviour will be used in this study. The context will indicate which of the two definitions is used.

1.4.2.2 Misbehaviour

It is evident that discipline is interconnected with misbehaviour. In order to indicate this interconnectedness of discipline and misbehaviour, there is a need to clarify the concepts misbehaviour and behaviour. Behaviour refers to everything people do, good or bad, right or wrong, helpful or useless, productive or wasteful (Charles, 2002:2). Misbehaviour is a kind of behaviour. However, when a behaviour is regarded as misbehaviour, it is inappropriate for the setting or situation in which it occurs, and it occurs on purpose, or else out of ignorance of what is expected. An accidental hiccup during quiet work time is not misbehaviour, even if the class breaks up laughing. But when a learner pretends to experience a hiccup in order to gain attention or disrupt a lesson, the same hiccup is justifiably considered misbehaviour (Charles, 2002:2).

1.4.2.3 Punishment

Although people may use the terms discipline and punishment interchangeably, they mean quite different things. Taking a closer look at these words and their associated meanings, the difference could be laid out as follows:

Punishment is part of a bigger picture of an authoritarian approach to managing the classroom that is based on the view that learners need to be controlled by educators. According to Kight and Roseboro (1998:2) punishment focuses on the misbehaviour and may do little or nothing to help a learner behave better in the future. In other words, punishment is more reactive and humiliating than corrective and nurturing. Punishment is psychologically hurtful to learners and likely to provoke anger, resentment and additional conflict. Discipline is used proactively and constructively, where learners experience an educative, corrective approach in which they learn to exercise self-control, respect others and accept the consequences of their actions, punishment is punitive.

1.4.2.4 Self-discipline

Gordon (1989:7) says that the only effective discipline is self-control that occurs internally in each learner. Dreikurs et al., (1982:8) also believe that discipline is an inner process, an integrated part of one's values. In this study, self-discipline refers to the kind of discipline in which learners are able to use their inner sense of self-control to behave responsibly without external monitoring or coercion.

1.4.2.5. Classroom management

Classroom management is the creation of a system of working towards a certain kind of conduct or action, a certain kind of discipline. Classroom management involves dealing with the concrete realities of a school such as the class size, the room size, the particular combination of learners, the availability of supplies and resources and the availability of support (Rogovin, 2004:2). Colville-Hall (2000:1) defines classroom management as a broad set of teaching behaviours through which the educator shapes and maintains learning conditions that facilitate effective and efficient instruction. Thus classroom management is seen as an ongoing, maintenance-oriented process which is proactive, responsive and supportive. While discipline is the

responsibility of the learner, classroom management is regarded as the prime responsibility of the educator.

1.4.2.6 Control-oriented strategies

Lake (2004:256) maintains that control-oriented strategies are based on the notion that educators must control learners' behaviour in the belief that learners are not capable of controlling themselves; educators must decide what is right and wrong for learners because learners are not capable of deciding right and wrong for themselves. These are classroom discipline strategies that utilise rewards and punishment and the same meaning referring to strategies that utilize rewards and punishment will be used throughout this study.

1.4.2.7 Proactive strategies

The Collins Dictionary (2002) defines the meaning of the word "proactive" as "tending to initiate rather than reacting to events". Proactive discipline strategies are those interventions that initiate discipline, prevent learner misbehaviour and promote self-discipline. According to Oosthuizen, Wolhuter and Du Toit (2003:466) these are strategies designed to deter or avoid the incidences of disciplinary problems. This is the meaning that will be used throughout the study when proactive strategies are referred to.

1.5 Research design and methodology

A research design is a plan for selecting subjects, research sites and data collection procedures to answer the research questions (McMillan & Schumacher, 2001:166). This design describes the sample from an identified population, the site where the sample is located, circumstances under which the subjects will be studied, as well the data collection techniques that will be utilised. According to McMillan and Schumacher (2001:169), subjects are individuals who participate in the study; a sample refers to a group of subjects

from which data are collected and a population is a group of cases that conform to specific criteria and to which the researcher intend to generalise the results of the research.

The subjects for this study are educators with 5 to 25 years of teaching experience. The sample for this study was identified from the Pretoria East population. Three secondary schools under the jurisdiction of the Tshwane South District were used as case studies. These secondary schools are of different cultural and socio-economic backgrounds so that the effects of different culture and socio-economic backgrounds on classroom discipline could be determined by this study. Observations and interviews were conducted in the three secondary schools. One school is a fully integrated English medium secondary school in an affluent area, the second school an Afrikaans medium secondary school in a more affluent area and the third school is an English medium secondary school in a low socio-economic area.

Thus the general methodological orientation of the research is qualitative.

1.5.1 Qualitative research method

Denzin and Lincoln (2005:3) as cited in Creswell (2007:36) define qualitative research as a study in which qualitative researchers study things in their natural setting, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. According to Merriam (2002:6) in conducting a qualitative study, the researcher seeks to discover and understand a phenomenon, a process, the perspectives and worldviews of the people involved. Merriam (2002:13) states that interviews, observations and documents are the three traditional sources of data in a qualitative research study. The collected data are then analysed to identify recurring patterns or common themes that cut across the data. This is followed by presenting a rich descriptive account of the findings, using reference to literature that frames the study in the first place. My study is therefore descriptive and an enquiry that draws on literature study, interviews, and observations.

1.5.2 Data collection

Creswell (2007:118) sees data collection as a series of interrelated activities aimed at gathering good information to answer the research questions. He lists these interrelated activities in data collection as locating a site, gaining access and making rapport, sampling purposefully, collecting data, recording information, exploring field issues and storing data (Creswell, 2007:117).

These activities as presented by Creswell (2007) will guide the data collection process in this study. The researcher sought to understand the meaning that educators attach to the concept discipline, educators' challenges with regard to establishing disciplines in their classrooms as well as the discipline strategies that they employ. Schools are the most appropriate site to conduct this study since educators experience discipline problems. Thus three secondary schools were sampled from the Pretoria East population for the purpose of data collection. The activity of locating a site and sampling purposefully was addressed in this way.

The activity of gaining access and establishing rapport has also been addressed. It is important to gain access and to establish rapport with participants so that they will provide good data. In order to gain access into the three schools in the Tshwane South District, I requested permission to gain access to the premises of the schools to conduct research from the Gauteng Department of Education. Permission was also sought from the principals and chairpersons of the School Governing Bodies of the schools. My point of departure was to request the principals of the schools that I had selected, after permission had been granted by the Department of Education and by the selected schools, to communicate an open invitation to all educators in their schools, probably during a staff meeting, and request volunteers from the staff who could participate in this study. To establish rapport the researcher's approach was professional and friendly. The

participants had been informed of all aspects of the research, its purpose and how it could benefit their schools.

The activity of collecting data was then addressed as indicated in section 1.5.2.2 through interviews and in section 1.5.2.3 through observations. The same sections also address the activities of recording information and storing data as indicated in Creswell (2007:117).

1.5.2.1 Literature study

According to McMillan and Schumacher (2001:134) qualitative researchers conduct preliminary reviews first to propose a study and a continuing literature review, because the exact research focus and questions evolve as the research progresses. Thus one would find that by the completion of the study an extensive literature review has been done.

Preliminary literature review was first used in the contextualisation of my study to state the significance of the study and in developing the research design. Zikmund (2000:57) calls this preliminary literature review exploratory research and defines it as an initial research to clarify and define the nature of the problem. This exploratory research can also be referred to as a diagnostic tool to point out issues of concern (Zikmund, 2000:57). In order to understand issues regarding discipline in the contemporary classroom, an exploratory research was conducted to identify areas of concern and general trends. Henning, Gravett and Van Rensburg (2002:5) hold that exploratory research often leads to either formulating an alternative question pertaining to the topic, or refining the research question. The exploratory research conducted led to the refinement of the research question for this study.

According to McMillan and Schumacher (2001:134), qualitative researchers continue to read broadly as they collect data. This will be the second phase of the literature review in this study, which will be featured in Chapter 2 of this research report. This is the chapter where I will synthesise the literature on classroom discipline and engage critically with it. Relevant literature engaged here will provide analogies to the observed social scenes and a scholarly language to synthesise descriptions (McMillan & Schumacher, 2001:134). The third instance where a literature review comes in handy is when data is explained (Henning et al., 2004:2). This is where the relevance of the research findings of this study is shown in relation to the existing body of literature.

1.5.2.2 Interviews

Cohen, Manion and Morrison (2007:349) define an interview as an interchange of views between two or more people on a topic of interest. LeCompte and Preissle (1993, as cited in Cohen et al., 2007:352) give six types of interviews: standardised interviews, in-depth interviews, ethnographic interviews, elite interviews, life history interviews, and focus groups. In-depth interviews were used to collect data from interviewees. In-depth interviews consist of open response questions to obtain data of participant meanings with regard to how individuals conceive their world and how they explain or make sense of the important events in their lives (McMillan & Schumacher, 2001:443). In-depth interviews were used in this case study as the primary source of data collection.

An interview questionnaire was developed and the questions were open ended. Open-ended questions are questions that supply a frame of reference for respondents' answers, but put a minimum restraint on the answers and their expression (Cohen et al., 2007:357). In this way respondents are able to answer in their own words. In-depth interviews were conducted in each school with six educators. A total number of 18 educators were interviewed for this

study. Respondents' answers were recorded verbatim as well as through abbreviated notes which were later written in full sentences. The tape recorder was used to supplement hand-written notes.

1.5.2.3 Observations

Henning et al., (2004:81) describe observation as a data collection technique which allows the researcher to see for himself firsthand how people act in a specific setting and what that setting comprises. Observation as a secondary source of data collection was conducted in this study. Merriam (2002:12) advises researchers to use more than one method of data collection as multiple methods enhance the validity of findings. The researcher believes that the use of observations as the second means of data collection technique ensures firsthand encounter with the phenomenon of interest (classroom discipline) rather than relying on secondhand accounts obtained in interviews. Interview as the primary source of data collection was supported by observations to enhance the validity of the findings and for the purpose of triangulation. These observations were conducted in classrooms of educators who volunteered to be observed while teaching in their classrooms. Three observations were conducted in each school. My role during observations was that of a complete observer to avoid interrupting the normal classroom situation. Semi-structured observations were conducted. A semi-structured observation has an agenda of issues but gathers data to illuminate these issues in a far less predetermined or systematic manner (Cohen et al., 2007:397). An observation schedule was developed, with items of focus included. My observations were recorded on the pre-designed observation schedule.

1.5.3 Data analysis

Once the fieldwork has been completed, data must be converted into a format that will answer the researcher's questions (Zikmund, 2000:66). Having collected the data from the field, I started to analyse the data, in order to make

sense of the accumulated information. Zikmund (2000:66) defines data analysis as the application of reasoning to understand and interpret the data that has been collected about the phenomenon. The analysis involved determining consistent patterns, and summarising the appropriate details revealed in the research. According to McMillan and Schumacher (2002:462) qualitative analysis is a relatively systematic process of selecting, categorising, comparing, synthesizing and interpreting to provide explanations of the single phenomenon of interest. The process of data analysis includes the following steps:

1.5.3.1 Selecting the data

This step involves scanning and cleaning the data. This is done by reading the data, checking for incomplete, inaccurate, inconsistent or irrelevant data, identifying preliminary trends in the scanned data to facilitate the organisation of the data into meaningful information (Vithal & Jansen, 1997:27). McMillan and Schumacher (2002:466) recommend scanning of all data also for the purpose of determining possible topics contained in the data.

1.5.3.2 Categorising the data

McMillan and Schumacher (2002:466) believe that it is impossible to interpret data unless one organises it. This step allows the researcher to make sense of the information by arranging it in a manageable form. Here the researcher describes and compares responses from different educators and categorize similar patterns of responses on a question in a narrative way. Coding is used to categorise the data. Cohen et al., (2007:369) define coding as the ascription of a category label to a piece of data. The category label is determined by the questions in the interview questionnaire and the indicated items of focus in the observation schedule.

1.5.3.3 Comparing and synthesising the data

This stage requires identification of similarities and differences in the data supplied by respondents. One begins with a unit of data (any meaningful word, phrase, narrative, etc) and compares it to another unit of data while looking for common patterns across the data (Merriam, 2002:14). The ideas obtained from the data are then synthesised by combining them into a complex whole.

1.5.3.4 Re-presenting the data

This involves interpreting the data, identifying its meaning and implications and writing up the report (Cohen et al., 2007:370). This also involves relating my findings to a conceptual framework, making conclusions and recommendations.

All these steps guide the process of data analysis in this study.

1.5.4 Validation

Vithal and Jansen (1997:32) define validity as an attempt to ‘check out’ whether the meaning and interpretation of an event is sound or whether a particular measure is an accurate reflection of what you intend to find out. In dealing with validity concerns in my research I used the following ways to check validity.

- Triangulation, i.e. comparing findings of interviews conducted with findings from observations conducted.
- Returning draft reports to correspondents for accuracy checks.
- Considering rival explanations for the same issue or question.

Reliability is used less often in qualitative research; it relates to the consistency of a measure, score or rating. I do not see the need to use it in my research.

1.6 Ethical considerations

A qualitative researcher faces many ethical issues that surface during data collection in the field and in analysis and dissemination of qualitative reports (Creswell, 2007:141). According to McMillan and Schumacher (2001:196) ethics are considered to deal with beliefs about what is right or wrong, proper or improper, good or bad. The intention of taking ethics into consideration for this study is to protect the rights and welfare of the subjects. McMillan and Schumacher (2001:196) provide the following ethical principles that need to be taken into consideration when conducting research:

- The researcher is responsible for the ethical standards to which the study adheres.
- The researcher should inform the subjects of all the aspects of the research that might influence willingness to participate and answer all inquiries of subjects on features that may have adverse effects or consequences.
- The researcher should be as open and honest with the subjects as possible by providing full disclosure of the purpose of the research.
- Subjects must be protected from physical and mental discomfort, harm or danger. If any of these risks is possible, the researcher must inform the subjects of these risks.
- Informed consent must be secured from the subjects before they participate in the research. Informed consent is achieved by providing subjects with an explanation of the research, an opportunity to terminate their participation at any time with no penalty, and full disclosure of any risks associated with the study (McMillan & Schumacher, 2001:197). Basically an informed consent implies that the subjects have a choice about whether to participate or not.

- Information obtained about the subjects must be held confidential, unless otherwise agreed on, in advance, through informed consent.
- For research conducted through an institution, such as a university or school system, approval for conducting the research should be obtained from the institution before any data is collected.
- The researcher has the responsibility to consider potential misinterpretations and misuse of the research and should make every effort to communicate results so that misunderstanding is minimised.
- The researcher should provide subjects with the opportunity to receive the results of the study they are participating in.

For the purpose of this study the researcher adhered to the ethical aspects of research. The researcher applied for ethical clearance and was issued a clearance certificate by the Faculty of Education: Research Ethics Committee, University of Pretoria. Permission to conduct research in the sampled schools was obtained from the Gauteng Department of Education. A letter of informed consent was prepared by the researcher in accordance with ethical requirements. The subjects were informed about all aspects of the research, including the purpose of the research and of their right of choice to participate. In other words, participation in this study was on the basis of informed consent, on a voluntary basis and with rights of withdrawal at any time. Assurance was given to subjects that data received would be kept confidential and anonymous. Subjects were also provided with the opportunity to receive the results of the study in which they participated.

1.7 Demarcation of the study

Purposeful sampling was made from the Tshwane South District, particularly from the Pretoria East population. In purposeful sampling the researchers selects particular elements from the population that are representative or informative about the topic of interest. Three secondary schools in Pretoria East were used as case studies. These schools are of different cultural and socio-economic backgrounds. Interviews and observations were conducted in

the three schools. One school is a fully integrated English medium secondary school in an affluent area, the second school an Afrikaans medium secondary school in an affluent area and the third school a secondary school in a low socio-economic area. Formal letters requesting permission to conduct research were written to the school principals and chairpersons of the three schools. Permission was granted and follow-up contacts were made with the school principals to make arrangements for interviews and observations to be conducted.

1.8 Limitations of the study

According to Vithal and Jansen (1997:35) all studies work within limitations, e.g. access, time, resources, availability and credibility of secondary data. In my study, I anticipated the following as a limitation:

Observations might create an unnatural situation that could influence the findings. As an observer, I might affect the behaviour of subjects by being present in the setting. To address this limitation, I was a complete observer and took a non-intrusive role by sitting in the back of the class, so that learners could to a greater extent forget about my presence in class. I believe that in that way learners could be natural to a greater extent. As already indicated in section 1.6.2.2, interviews are the primary data collection technique in this study. Thus observation was the secondary data collection technique. I relied heavily on the statements of the interview respondents.

1.9 Exposition of chapters

The study consists of the following chapters:

Chapter 1: Contextualisation and problem setting

This chapter sets the scene for the study by putting the study in the context of current education reform issues and challenges that come with such reform.

Essentially, the chapter provides the introduction, problem statement, purpose of the study, theoretical and conceptual framework, clarification of concepts, research design and methodology, ethical considerations, demarcation of the study, limitations of the study as well as exposition of the chapters.

Chapter 2: Discipline in the contemporary classroom

This chapter contains an in-depth literature review. It discusses the meanings attached to the word discipline, the challenges that educators are faced with, the discipline strategies that are currently employed by educators in their classrooms and also reflect on criticisms against control-oriented strategies as documented by various researchers.

Chapter 3: Research design and methodology

This chapter outlines the research design and methodology used by the researcher in this study.

Chapter 4: Research findings and data analysis

This chapter highlights the findings from the data collected in this qualitative study as captured by the researcher using interview and observation as research instruments as well as the analysis of the findings.

Chapter 5: Conclusions and recommendations

This chapter provides conclusions drawn from the respondents of the interview questions and the observations conducted in the three secondary schools and also make recommendations based on interpretations derived from the analysis in this study.

1.10 Conclusion

Classroom discipline remains one of the major challenges that South African educators are faced with. This research therefore provides a detailed study on classroom discipline strategies which are currently used by educators as well as those that could be employed by educators with a focus on processes and interactions that explains effectiveness. It also contributes to filling the existing gap and leading to greater understanding of classroom management principles which could be useful to educators in promoting effective discipline.

This chapter clarifies the main objective of the study and the approach to be taken to achieve the objective. The next chapters discuss the problem under investigation in detail by discussing the concept discipline, the challenges that educators are faced with in their classrooms, discipline strategies that are employed by educators as well as those that could be considered by educators in order to establish discipline in their classrooms.

Chapter 2: Discipline in the contemporary classroom

2.1 Introduction

This chapter reports on a literature study that explores the meaning attached to the word “discipline”, the discipline challenges that educators are faced with in the contemporary classroom and also provides alternative discipline strategies that are employed by educators and those that are recommended by different researchers with the intention of finding effective strategies that could be employed by educators in establishing discipline in the contemporary classroom. Finally it reflects on criticisms from literature against control-oriented discipline strategies.

2.2 The meaning of “discipline”

The term “discipline” is derived from Latin word “disciplina” which means to teach (<http://www.answers.com/discipline&r=67>). Rosen (2005:1) confirms that the term discipline is derived from the word “disciplina”. However, she indicates that the term could mean: 1. A branch of knowledge or learning; 2. Training that develops self-control, character, orderliness or efficiency; 3. Strict control to enforce obedience; 4. Treatment that controls or punishes; 5. A system of rules. Thus the term “discipline” may be thought of as any training intended to develop moral character or produce a pattern of behaviour. The term may also be thought of to be a coercive mechanism or a collaborative process of building consensus regarding accepted behaviour within institutions and society.

The reality of the matter is that different meanings are attached to the word “discipline” and the following paragraphs elaborate this fact.

2.2.1 Discipline as formation of moral character

For Socrates (Guthrie, 1971:130-139) the formation of a moral character of individuals was absolutely necessary and foundational to acquiring a personality that enables individuals to be keen to live a responsible, moral life. A conviction that education is the panacea for ignorance was firmly held by Socrates, in that he believed that wrongdoing was a consequence of ignorance and therefore involuntary, that those who did wrong

knew no better (Guthrie, 1971:139). Thus Socrates saw knowledge of good as a virtue and being vital to making one wise and courageous enough to prefer doing the right thing. In the same light, Rossouw (2003:420) viewing discipline from a Biblical perspective, associates the term discipline with disciple or followership. He says a disciple, i.e. a disciplined person, is a person who does not only possess the wisdom to hear the word of God, but also understands His word and is prepared to act accordingly. In this way Socrates and Rossouw articulate the same view that acting accordingly (doing the right thing) emanates from hearing the Word (Knowledge) and understanding. Rossouw thus holds that discipline should equip the learner and help him to be prepared to act as a responsible and effective member of a society. Oosthuizen (2003, as cited in Oosthuizen, Roux and Van der Walt 2003:385) concurs and says that discipline should be prospective in the sense that it should enable a learner to become an effective and well-behaved future functionary in society. Oosthuizen, Roux and Van der Walt (2003:375-387) point out that discipline can be regarded as the over-arching goal of schooling and education in general and that it means guiding learners on the right road, to correct deviant behaviour in a loving and caring way, and to warn and support where necessary. They therefore define discipline as the action by which an educator calls a learner to order and to self-disciplined thinking with the purpose of instilling in the latter a sober and balanced state of mind and self-control, enabling the latter to become fully equipped for his calling in life and for meaningful existence within the constraints of acceptable behavioural codes in his or her particular environment.

The definitions outlined so far focus mainly on discipline as the formation of moral character, which is preventative in nature. The question is: Is "discipline" concerned with preventing misconduct or with punishing it? According to the American Heritage Dictionary (2001), the word "discipline" is described in various ways. It can be "training that is expected to produce a specified character or pattern of behavior" or "controlled behavior resulting from such training"; but it can also be "punishment intended to correct or train". In this context, then, it refers to both prevention and remediation. Educational researchers have examined both the prevention and the remediation aspects of school and classroom discipline, and thus findings about both are cited in this dissertation.

2.2.2 Discipline as both preventive and corrective

Discipline is seen as a form of activity intended to regulate children and to maintain order in schools. In this way the term refers to learners complying with a code of behaviour often known as the school rules. The term may also refer to punishment that is the consequence of transgression of the code of behaviour. For this reason the usage of the word “discipline” would sometimes mean behaving within the school rules and sometimes it would mean the administration of punishment. In this way discipline is seen as both preventive and corrective. However, Charles (2002:3) combines prevention, control and correction in his definition of discipline. Thus, he says that discipline is intended to prevent, suppress and redirect misbehaviour. Rogers (1998 as cited by Joubert & Squelch, 2005:2) defines discipline as an educator-directed activity whereby an educator seeks to lead, guide, direct, manage and confront a learner about behavior that disrupts the rights of others. He therefore distinguishes between preventive discipline, corrective discipline and supportive discipline.

2.2.3 Discipline as mainly control

Foucault in his book *Discipline and Punish: The Birth of the Prison* (1977:170) describes discipline as the specific technique of power that regards individuals both as objects and as instruments of its exercise. He notes discipline not as preventive but more as control and suppression. Foucault’s argument is that discipline creates “docile bodies” (Foucault, 1977:139). Neal (2005:11) concurs with Foucault and says “What was then being formed was a policy of coercions that act upon the body. A calculated manipulation of its elements, its gesture, and its behaviour.... It defined how one may have a hold over others’ bodies, not only so that they may do what one wishes, but so that they may operate as one wishes, with the techniques, the speed and the efficiency that one determines”. Foucault maintains that to construct docile bodies the disciplinary institutions must be able to constantly observe and record the bodies they control and ensure the internalisation of the disciplinary individuality within the bodies being controlled.

He demonstrates quite conclusively how institutions such as prisons, schools and hospitals operated within a disciplined environment and that the success of such institutions' disciplinary power was derived from the use of disciplinary mechanisms or instruments such as hierarchical observation, normalising judgement and examination (Foucault, 1977:170). In other words, the first element of success lied in the ability to have the subjects of the institutions under constant surveillance. The second element was the control over movements of the subjects. Discipline according to Foucault (Sparknotes, 2006:2) is a way of controlling the movement and operations of the body in a constant way. It is a type of power that coerces the body by regulating and dividing up its movement, the space and time in which it moves. School timetables and ranks into which soldiers are arranged are examples of this regulation.

Jeremy Bentham's Panopticon, a type of prison building designed by English philosopher Jeremy Bentham in the late eighteenth century was the ultimate realization of this form of a disciplinary institution (Foucault, 1977:200). The word panopticon is derived from the word "-opticon", which means to observe and the word "-pan" which means prisoners (<http://en.wikipedia.org/wiki/Panopticon>). The most important feature of the panopticon was that it was specifically designed so that the prisoners could never be sure whether they were being observed or not. This implies one is less likely to break rules or laws if one believes one is being watched, even if one is not.

Foucault (1977:300) argues that prison is one part of a vast network, including schools, military institutions, and factories, which build a panoptic society for its members. He says that this system creates "...disciplinary careers..." for those locked within its corridors. Foucault adds that the system operates according to principles which ensure that it "...cannot fail to produce delinquents" (Foucault, 1977:266). In this way, a control-oriented system of discipline does not produce what it intends to produce. For example, placing a delinquent in prison does not necessarily extinguish delinquency. Thus Foucault (1997:277) argues that prison has succeeded extremely well in producing delinquency.

According to Foucault discipline became a widely used technique to control whole populations. He points out that discipline 'makes' individuals (Foucault, 1977: 170). He says that it is the disciplinary powers exercised by society that transform individuals'

behaviour from abnormal to more acceptable behaviour. He believes that the way a society disciplines its objects determines the society's products. He emphasises the importance of power in establishing a disciplined society. Power is a relationship between people in which one affects another's actions. It involves making a free subject do something that he would not have done. Power therefore involves restricting or altering someone's will. Power is present in all human relationships and penetrates throughout society (Sparknotes, 2006:2). Power is defined as the ability to control and influence other people and their actions (MNS Encarta, 2007). In view of this definition of power the question that emerges then is: What makes the functioning of power legitimate or acceptable? Power exercising is legitimate when it results from common agreement of members of a society and its purpose is to protect the interests of the members of that society. This means individuals belonging to a certain society should be aware of their rights and know the rights of other members and that they are entering into a contract with other individuals in that society.

A school can be seen as a society that aims to protect its interests by adopting a code of conduct for the learners. A school's code of conduct is a lawful way of limiting fundamental rights. A code of conduct to promote proper and good behaviour and to set standards for positive discipline is essential (Van der Bank, 2000:315). A learner's rights and freedoms can never justify any misconduct of such a learner. According to Joubert and Squelch (2005:20) fundamental rights and freedoms are not absolute and may therefore be limited. Skinner (1948, as cited in Edwards 2000:48) also believes that the behaviour of children must be controlled because, he assumes, children are unable to monitor and control themselves adequately and because without supervision their behaviour will be erratic and potentially destructive. He maintains that educators must control the learners' environment to elicit only desirable behaviours and that, to behave properly, children need to have adults managing their behaviour by arranging environmental consequences. Canter and Canter (1976, as cited in Edwards 2000:69) also believe that learners are unable to monitor and control themselves and thus emphasise punishing unacceptable behaviours and providing reinforcement for behaviours that are acceptable to educators.

2.2.4 Self-discipline

Believing that a disciplined behaviour implies behaving in ways that demonstrate respect and responsibility, Porteus et al., (2001:5) maintain that self-discipline implies the achievement of these qualities through one's own efforts rather than through external monitoring or coercion. Charles (2002:3) concurs by maintaining that ideally, the goal of discipline is to reduce the need for educator intervention over time by helping learners become self-disciplined, and thus able to control their behaviour appropriately. He says that when educators employ various discipline techniques, they hope not only that misbehaviour will cease but that learners will further internalise self-discipline and display it in the classroom and elsewhere. Dreikurs, Grunwald and Pepper (1982:8) believes that discipline is an inner process, an integrated part of one's values. Buluc (2006:31) also holds that discipline is concerned with the development of internal mechanism that enables individuals to control themselves.

Gordon (1989:7) ascribes to the same belief as Charles (2002), Dreikurs et al., (1982) and Buluc (2006). He says that the only effective discipline is self-control that occurs internally in each learner. To develop such self-control, he says, the learner needs to be assisted by educators. Gordon (1989:23) argues that to assist learners in controlling their own behaviour, educators must first give up their 'controlling' power over learners. In this way classroom discipline occurs when learners are able to use their inner sense of self-control. Joubert and Squelch (2005:2) also advocate self-discipline. They define discipline as positive behaviour management aimed at promoting appropriate behaviour and developing self-discipline and self-control in learners. They identify the following factors that are essential for a disciplined school: effective leadership, clear communication, good planning by educators and education managers, shared values and a positive school ethos.

2.2.5 Discipline as punishment

In the context of South African schooling discipline is often understood more narrowly as punishment and as a result many mistakenly equate discipline with punishment. Most people, educators and parents alike, use the word "discipline" to mean control through

punitive measures. To many people discipline suggests physical punishment; to others, rigid control of rules and regulations and autocratic authority. It is also indicated in the Child's Health Encyclopedia that many people associate the word "discipline" with punishment, which falls short of the full meaning of the word and that through discipline, children are able to learn self-control, self-direction, competence, and a sense of caring. In an attempt to distinguish discipline from punishment, Kight and Roseboro (1998:2) describe discipline as a positive approach to teach a child self-control and confidence. They maintain that as opposed to punishment, discipline techniques focus on what educators want the child to learn, and what the child is capable of learning.

Discipline is a process, not a single act. Good discipline according to Joubert and Squelch (2005:2) does not happen by chance. It needs to be purposefully planned. It is the basis for teaching children how to be in harmony with themselves and get along with other people. According to Kight and Roseboro (1998:2) the ultimate goal of discipline is for children to understand their own behaviour, take initiative and be responsible for their choices and respect themselves and others. In other words, children will internalise this positive process of thinking and behaving.

Punishment, on the other hand, according to Kight and Roseboro (1998:2) focuses on the misbehaviour and may do little or nothing to help a child behave better in the future. They maintain that the adult who punishes the child teaches the child that the adult, rather than the child, is responsible for the way the child behaves. While Kight and Roseboro (1998:2-3) believe that punishment has negative effects on children, such as inducing shame, guilt, anxiety, increased aggression, lack of independence and lack of caring for others, and greater problems with parents, educators and other children, Joubert and Squelch (2005:2) indicate that some forms of punishment are limited by law. The difference in discipline as outlined by the acknowledged researchers gives a sense that discipline is more proactive in nature whereas punishment is more reactive.

2.2.6 A well-disciplined classroom

A well-disciplined classroom is characterised by a democratic approach to discipline which emphasises shared responsibility in the thinking and decision-making (Porteus et al., 2001:59). Porteus et al., (2001:59-60) maintain that educators who effectively practise this democratic approach have more peaceful classrooms and this is so

because the participatory process ensures that all learners know and understand the rules and expectations of classroom behaviour, and thus are more likely to respect and follow the rules and principles that they helped to create. The learners are also involved in the determination of consequences for good or bad behaviour. Gordon (1989:139) describes a well-disciplined classroom as a classroom which recognises that learner participation in decision-making is a key element in establishing good discipline (i.e. strong learner self-discipline). However, Gordon (1989:30) differs with Porteus et al., (2001:59-60) in the sense that he strongly disapproves of the use of consequences for good or bad behaviour, which he sees as controlling tactics (power-based strategies) that are used by educators. He therefore clearly recommends the development of inner control (self-discipline) in learners. Wayson and Lasley (1984:421) also note that, in well-disciplined classrooms, educators, rather than rely on power and enforce punitive models of behaviour control, share decision-making power widely and so maintain a classroom climate in which everyone wants to achieve self-discipline. Thus the responsibility for classroom management is shared with learners.

Socrates (Guthrie, 1971), Rossouw (2003) and Oosthuizen, Roux and Van der Walt (2003) among other researchers, see discipline as the formation of moral character and thus preventive; Foucault (1977), Skinner (1948, as cited in Edwards 2000:48), and the Canters (1976, as cited in Edwards 2000:69) see discipline as mainly control. Variations on the definition of discipline as control are offered by Porteus, Vally and Ruth (2001), Joubert and Squelch (2005), Kight and Roseboro (1998), Dreikurs, Grunwald and Pepper (1982), Wayson and Lasley (1984), Gordon (1989), and many other researchers who advocate self-discipline. Rogers (1998 as cited by Joubert and Squelch, 2005:2) and Charles (2002), among other researchers, bring forward a combination of both the preventive and corrective nature of discipline. Whatever their definitions, most researchers and writers seem to agree that discipline is indispensable for effective instruction and learning in the classroom.

2. 3 Challenges that educators are faced with in the contemporary classroom

According to Charles (2002:5), thirty years ago, the vast majority of schools were barely touched by serious learner misbehaviour. He says that occasionally one would hear of

learners being expelled for violations of dress code, but rarely for violent behaviour, whereas today, it is a rare school, even in the best neighborhoods, that remains free from aggressive, sometimes criminal behaviour by learners. “A few years ago it was unthinkable to bring a weapon into school. Suddenly learners began bringing weapons in such numbers that schools had to implement stringent measures of weapon detection and confiscation”, maintains Charles.

“Learners verbally assault educators regularly. They steal, cheat, lie, and vandalize, use cell phones in class and keep iPod earphones dangling from their ears”, argues Flannery (2005:22). Flannery further states that it is not just new educators who struggle with classroom management and discipline issues since, day in and day out, even veterans wonder what to do with learners who constantly disrespect, disrupt and demean. He points out that one in three educators report having considered quitting because of the disruptive environment in schools. Furthering his argument, he says that some educators blame parents and say parents simply do not teach their children discipline. “Many kids come to school with little regard for rules. They're used to getting their own way,” Flannery maintains. In this way educators do not have a cultural foundation to build upon.

This challenge that is highlighted by Charles and Flannery is a reality in most schools in South Africa. Bateman (Pretoria News, 28 May 2007) reports that educators at Silverton High School were assaulted, verbally abused and threatened. “This is a situation at a city school where pupils carry knives and fire arms and bunk classes”, reports Bateman. Officials of the Gauteng Department of Education (GDE) had to visit the school to assess the situation and thereafter a team of the provincial office was assembled to make recommendations to the MEC. While educators met the team (Pretoria News, 29 May 2007) a group of learners who had read the damning report about their school, threatened Pretoria News reporters outside the school. “Brandishing copies of the newspaper, the group mobbed the reporters’ vehicle, shouting and banging the roof of the car”, Bateman reports. This is an indication of how unruly and violent learners may be in some schools.

Rossouw (2003:416) points out that the extent and seriousness of learner misconduct in South Africa should not be underestimated. He indicates that some South African

schools are increasingly beginning to resemble war zones. “It has become clear that all schools are not free to teach and all pupils are not free to learn” (Maree 2000:1, as cited by Rossouw, 2003:416). He mentions gang activities, the lack of transformation, learners carrying guns and smoking dagga, among others as some of the causes of violence in schools.

The seriousness of the matter is expressed by the Minister of Education, Naledi Pandor in her speech *Legislation supports the creation of safer schools* (South African Government Information, 2006). In her address, the Minister of Education raises her concern for the state of South Africa’s schools and the shocking statistics of violence, lack of discipline and drug abuse. She says, “If schools can no longer be regarded as safe places, then as a community we have failed our children. This is a failure to infuse appropriate social values and attributes in those who make up our school communities”. In her speech addressing “School discipline and safety” (South African Government Information, 2006), the Minister of Education indicates that many commentators, angry parents, well wishers and general members of the public have written to her with advice, suggestions and criticism. All agree that the presence of ill discipline, bullying, sexual abuse and violence in South African schools point to a deep malaise that requires determined and urgent action. “The writers and callers tell me we are in a tussle for the soul of the nation. I agree with them. If we allow violence, abuse and drugs to become a familiar and accepted part of schooling, our future is lost! If we dither and hide behind our rights-based laws, then we merely confirm that rights protect abusers and not the dignity of all” she says. In her address, the Minister also reminds school principals and parents about the range of powers available for schools to instill discipline and appropriate behaviour in learners.

The Minister’s address also confirms the concerns raised by Flannery (2005:22) with regard to the parental role in learner discipline, and thus supports her argument. The Minister of Education is convinced that parents or guardians bear primary responsibility for the conduct and discipline of their children and she therefore calls for parents to support educators and share the burden of inculcating discipline. “Schools are not mini-prisons and educators cannot be expected to serve as correctional officers to wild and unruly students”, she maintains (Daily Dispatch, 28 November 2006). The Minister believes that learners who are unruly and contributing to violence at school should be

sent home. "Those children must go back to their parents and those parents must teach them manners. Then the children can come back to school to the educators", says the Minister (Pretoria News, 21 April 2007).

Araujo, the Executive Director of Girls & Boys Town SA (Star, 16 November 2006) also acknowledges the shocking state of violence and lack of discipline in South African schools. However, he strongly disagrees with the Minister's response of sending learners home so that their parents can take responsibility for them and teach them manners. He argues that learners want to be sent home so that they can continue to use MixIt on their cell-phones and play Playstation games. "How's this going to solve the problems when most parents work?" he remarks. Wolpe (Cape Times, 03 November 2006) concurs with Araujo. "Given that unruly children probably are from dysfunctional backgrounds, sending them back to their homes would not solve the problem. Their parents may well not be at home during the day and they also may not be able to control their own children, she maintains. According to Araujo, what is needed is training for parents and educators in effective skills to manage children in the home and classroom. From the Minister's address and from the arguments presented by Araujo and Wolpe, it becomes imperative for parents and educators to play their respective roles. Anderson (Cape Times, 25 October 2006), believes that both educator and parents must take a lead and model good behaviour. "We should not blame the kids for consequent unruliness. We can build steel walls around the schools, search children for guns, test them for drugs, and possibly expel them, but this is treating only the symptoms of the deeper social malaise for which they can not be much blamed" he maintains. He argues that school children are simply a section of the increasingly lawless society, and that in their youth they emulate the trendsetters who unfortunately scorn integrity, and get away with every villainy too often by abusing some aspects of the modern human rights culture.

Some educators claim that the current measures available to maintain discipline in schools are inadequate and as a result, though corporal punishment has been abolished in South African schools, it is still practised in some schools. Learners are still victims of brutality at some schools. SAPA (Star, 27 January 2006) reports that some educators have resorted to vicious forms of punishment, such as breaking arms, as well as humiliation and emotional abuse. Van Niekerk of Childline South Africa, speaking at the

round-table discussion convened by the SA Human Rights Commission, Rapcan and Save the Children Sweden on discipline and constitutional issues (Star, 27 January 2006) indicates that they have reports of broken arms, serious wounds that require stitching, burst eardrums, severe beatings, and so on. She maintains that they had come across many incidents in which children were humiliated and hurt emotionally and psychologically because of the lack of knowledge of alternative methods of discipline. She says that those within the education hierarchy and educator colleagues supported 'non-reporting' and even put pressure on children not to tell of corporal punishment. She further indicates that Childline has come across "payment of damages" and payment of medical bills by educators who had beaten children, in exchange for their silence.

It is evident that discipline remains synonymous with corporal punishment because many educators themselves grew up and were educated in a school system where child rights violations were prevalent. With educators struggling to find alternatives that enable them to feel in control of the learners they teach, it is also evident that not enough has been done to train educators in alternative methods of discipline. Mudzuli (Citizen, 01 November 2006) reports that representatives of various educational institutions pulled no punches while discussing the root of school violence during a discussion hosted in Johannesburg by the Centre for the Study of Violence and Reconciliation. He reports that the principal at Parktown High School for boys said most educators "can't wait for authorities to reintroduce corporal punishment".

Replying to Question 186 of the Internal Question Paper (Department of Education, 2007) in the National Assembly, the Minister of Education, Naledi Pandor indicated that complaints have been received through the National Department's toll free line and through provincial call centres and the main complaint is that the banning of corporal punishment has led to a decline in discipline. The Minister of Education acknowledged that corporal punishment is regrettably practised in many schools and stressed that the widespread use of corporal punishment is in direct contravention of the law. Replying to the question regarding what action has been taken in this regard, the Minister of Education indicated that the Department of Education has developed training materials that have been widely disseminated. In addition an advocacy campaign on positive forms of discipline is running on SABC TV ('Beyond the Classroom') and through 13

SABC radio stations broadcasting in all 11 official languages. Furthermore there is a talk show format that allows all stakeholders involved in keeping positive discipline in schools to engage in the issue (Department of Education, 2007).

According to Charles (2002:2) a surprising number of educators suffer stress and leave the profession because of learner misbehaviour and many of those who remain are asking for help. This is confirmed by research that was commissioned for educator support in Scotland (Finlayson, 2002:7) which found that the main cause of educator stress was learner indiscipline. In agreement with Charles (2002), Finlayson (2002:1) argues that learner misbehaviour produces harmful physical and psychological effects on educators and also affects their job performance. He further argues that educators who are poor in controlling misbehaviour experience little job satisfaction and become increasingly ineffective in their work.

That there is a crisis in our schools is indisputable. The Minister of Education's speeches on school discipline and safety, the meeting the Minister of Education has had with the Council of Education Ministers to discuss safety in schools, the South African media and literature reporting on incidents of violence happening in schools as well as educators leaving the profession point out the seriousness of this matter. It is evident that educators are faced with discipline challenges today more than ever. However, one must take care not to coat all learners and schools with this brush. Even the Minister in her address (Pandor, 21 November 2006) at the school safety colloquium, acknowledged that not all schools are problem schools. "Our tribute must go to the thousands of teachers who have created empowering and caring schools in thousands of communities throughout the country" remarked the Minister. Charles (2002:5) also holds that the majority of learners in some schools remain well-intentioned, willing to learn and inclined to cooperate. However, he stresses that that does not negate the fact that misbehaviour, even if it does come from a minority of learners, presents an increasingly serious problem to educators and learners.

From the challenges highlighted in the section above, it becomes evident that learner misbehaviour prevents educators from educating effectively and learners from learning

effectively. The fundamental question for educators then is: How do they bring an air of civility back in the classroom?

2.4 Alternative strategies to establish discipline in the classroom

It is important to note that strategies that are employed by educators to establish discipline in the classroom will be based on knowledge, skills, attitude and values that they acquired in one way or another. Before unpacking the strategies that are employed by educators to establish discipline as articulated by different researchers, it is essential to outline the major models of classroom management that the different discipline strategies that are employed by educators emanate from.

2.4.1 Classroom management models

A foundation from which educators make classroom management decisions and respond to issues of learner misbehaviour is essential for creating well-disciplined schools. In order to achieve that Malmgren, Bervely and Peter (2005: 36) urge educators to develop a cohesive and thoughtfully constructed personal philosophy of classroom management, which will provide them with the foundation on which their classroom management decisions and their responses to learner misbehaviour are based. Malmgren et al., (2005:36-38) thus highlight the major principles of three well-established models of classroom management which are Assertive Discipline, Logical Consequences and Teacher Effectiveness Training. These three models are elaborated on in the following paragraphs.

2.4.1.1 Assertive discipline

The premises and practices of the assertive discipline as a classroom management model were designed by Lee and Marlene Canter (Charles, 2002:34). Assertive discipline requires that educators should establish a systematic discipline plan prior to the start of the school year and then communicate expectations and consequences to the learners. Malmgren et al., (2005:36) provide the following four main components of the assertive discipline model:

- A set of consistent, firm and fair rules.
- A predetermined set of positive consequences for adhering to the rules.
- A prearranged set of negative consequences to be applied when rules are not followed.
- A plan to implement the model with the learners.

According to Charles (2002:35) assertive discipline focuses primarily on rewards and punishments. The assertive discipline model as described by both Charles (2002) and Malmgren et al., (2005), involves a high level of educator control in the classroom, as the educators control their classroom in a firm manner. Essentially, the core of this approach is developing a clear classroom discipline plan that consists of rules that learners must follow at all times, positive recognition that learners will receive for following the rules, and consequences that result when learners choose not to follow the rules. (Edward 2000:90) confirms that basically assertive discipline involves establishing rules, punishing learners who violate rules and rewarding learners for good behaviour.

2.4.1.2 Logical consequences

The logical consequences model was initially developed by Dreikurs (Edwards, 2000:94-95). This model of classroom management is based on the notion that learners' misbehaviour is an outgrowth of their unmet needs. Thus one of the underlying assumptions of this model is that all learners desire and need social recognition (Malmgren et al., 2005:37). According to Dreikurs et al. (1982:14) when the learners' need for social recognition is not fulfilled, they tend to adopt the following four mistaken goals without being aware of them:

- To gain undue attention
- To seek power
- To seek revenge or to get even
- To display inadequacy

Explaining how these mistaken goals happen and how they are displayed by learners, Malmgren et al., (2005:37) maintain that when a learner's need for recognition is unmet,

that learner will first display attention-seeking behaviours. If those behaviours do not result in the desired recognition, the learner will attempt to engage educators in power struggles. If this attempt to attain power still leaves the learner without the desired recognition, the learner may focus on attempts to exact revenge. If this behaviour is unsuccessful, the learner may finally resort to “displays of inadequacy” where he or she appears to simply give up and withdraw.

Dreikurs et al., (1982:14) asserts that learners who misbehave and fail to cooperate, to study and to apply themselves are motivated by one or more of these four mistaken goals. Dreikurs (1995, as cited in Charles, 2002:29) encourages educators to learn to identify mistaken goals and to deal with them. He suggests that when educators see evidence that learners are pursuing mistaken goals, they should in a friendly and non-threatening manner point out the fact by identifying the mistaken goal and discussing the faulty logic involved with the learners. He strongly discourages the use of punishment because he says it has many bad side effects and suggests that it should be replaced with the application of logical consequences agreed to with the class (Charles, 2002:29). Dreikurs et al., (1982:22) hold that it is important for an educator to note that trying to pull learners down through punishment will only increase the learners’ sense of inferiority and futility and as a result no final victory by the educator will be possible. Thus the use of logical consequences to respond to misbehaviour is an important element of Dreikurs’s model, which has as its primary emphasis preventing misbehaviour, based on developing positive relationships with learners so that they can feel accepted (Malmgren et al., 2005:37). Dreikurs et al., (1982:119) urge educators to allow learners to experience the logical consequences of their own behaviour. The following example clarifies the application of logical consequences: When it has been collectively decided on the rules for the cooking class, that anyone who did not bring an apron would be unable cook and one of the girls forgot to bring her apron, she would not cook (Dreikurs et al., 1982:119). The results of this logical consequence would be that the learner would never forget the apron again.

2.4.1.3 Teacher effectiveness training

Thomas Gordon, the author of the teacher effectiveness training model, conceptualizes effective management of a classroom as facilitating the shift of management responsibilities from educator to learners (Malmgren et al., 2005:38). Gordon (1989:6) emphasises the importance of teaching learners to regulate and manage their own behaviour rather than employing power-based or control-oriented strategies. He maintains that these control-oriented strategies do not actually influence learners but only coerce or compel them. He believes that such strategies more often than not create new problems that range from rebellion to withdrawal, and that praise and reward do little to change learner behaviour for the better (Charles 2002:86) He therefore urges educators to strive for cooperation with learners, while avoiding power punishment, praise and reward.

In his teachings, Gordon (as cited in Charles 2002:87) maintains that non-controlling strategies of behaviour change are available for educators to use in influencing learners to behave properly. He asserts that it is counterproductive for educators to use authoritative power or rewards and punishments to control learners.

Gordon (1989:30) stresses his views on discipline and emphasises that the only effective discipline is self-control that occurs internally in the learner and he therefore urges educators to renounce external control by rewards and punishment. Gordon (as cited in Charles 2002:87) asserts that educators need to assist learners and to teach them how to attain self-control. Thus Gordon believes that classroom discipline occurs best when learners are able to use their inner sense of self-control.

Edwards (2000:152) supports Gordon (1989) and says that when power-based discipline is enforced, learners engage in various coping mechanisms in a quest to achieve some degree of autonomy or at least to make life more miserable for those trying to coerce them. The following are some of the coping mechanisms listed in Gordon (1982:82) that learners use: resisting, defying, being negative, rebelling, disobeying, being insubordinate, sassing, retaliating, counteracting, vandalising, breaking rules, lying, blaming others, bossing and bullying others.

Basically, the teacher effectiveness training model stresses that rewards and punishments are ineffective ways of achieving a positive influence on learners. Rewards and punishments are controlling tactics that educators use because they lack effective strategies. Having an influence on learners is entirely different from controlling them. Thus Gordon maintains that educators should be able to influence learners to positive discipline.

The three models of classroom management detailed above indicate the amount of educator versus learner control as advocated by different researchers. These models, though just a few of the many documented approaches, could be adopted or adapted by educators for their own use. The assertive discipline model of classroom management emphasises educator control in the classroom, where rules are set with learners, and consequences for good and bad behaviour are also predetermined. The logical consequences model emphasises the importance of assisting learners in meeting their innate need to gain recognition and acceptance as well as the role of consequences in shaping learner behaviour. While both the assertive discipline and the logical consequences models promote the use of external control measures, the teacher effectiveness training model advocates for inner control and thus the importance of giving control of classroom behaviour over to the learners. In this way, the teacher effectiveness training model de-emphasises the educator's role in classroom behaviour management and instead promotes ways that the educator can empower the learners to self-regulate their behaviour. Although the assertive model is more control-orientated, the logical consequences model less control-oriented, and the teacher training effectiveness more proactive and promoting self-discipline, it is important to note that prevention is still a common thread among all these models. In the sections ahead, disciplinary strategies that emanate from the classroom management models detailed above will be discussed.

2.4.2 Control-oriented discipline strategies

Discipline is indispensable for effective teaching and learning in a classroom. In order to establish and to maintain discipline and in an attempt to address issues of anti-social or violent behaviour, educators use classroom management designs that are control-

oriented and most of these focus on rewards and punishments. These control-oriented discipline strategies fall or are aligned to the assertive classroom management model. They are based on the notion that behaviour of children must be controlled because it is assumed that children are unable to monitor and control themselves adequately.

Strategies that are used to prevent learner misbehaviour that involve the establishment and enforcement of rules, the application of consequences and the code of conduct as well as the recommended application of rules and consequences are discussed in the following paragraphs.

2.4.2.1 Establishment and enforcement of rules

Barbetta, Norona and Bocard (2005:11) contend that classroom rules play a vital role in effective classroom management. They say, however, rules alone exert little influence over learner behaviour. “Too often, rules are posted at the beginning of the year, briefly reviewed once, and then attended to minimally. When this is the case, they have little to no effect on learner behaviour”, they maintain. What is implied is that established rules need to be enforced. The intention is to have the learners follow the guidelines established, to be set up to behave properly according to those guidelines, rather than let them blunder and then have to punish them (Rogovin, 2004:17). Barbetta et al., (2005:13) suggest that to be more effective, classrooms should have four-to-six rules that could govern most classroom situations. They maintain that too many rules can make it difficult for learners to comply and for educators to enforce. In this regard, Porteus et al., (2001:30) suggest that the rules should link to core values in the classroom, such as safety, respect, kindness and honesty.

There are benefits to learners actively participating in rule setting. Barbetta et al. (2005:13-14) hold that, when learners play an active role, they begin to learn the rules and they are more inclined to have rule ownership. The rules become their rules, not the educator’s rules. To include learners, they suggest that educators should conduct several short rule-setting meetings the first few days of school; educators need to share with their learners the rule-making guidelines. It needs to be taken into consideration that with guidelines in place, learners often select rules similar to the ones educators

would have selected, whereas without guidelines, learners are inclined to make too many rules, make rules that are too stringent, and make those that are not specific enough. Babkie (2006:184) concurs with Barbetta et al., (2005) on the establishment of classroom rules. She says that educators need to ensure that the rules are clear, simple, number no more than five, and are stated in a positive format. In other words, the rules should tell learners what to do rather than what not to do in order to allow for a focus on praise rather than on punishment.

Rules should be written at a level and in a style that learners can understand. It is also important that learners not only accept rules but also feel positive about them (Edwards, 2000:208). In order to achieve this, educators need to help learners understand the values of and the necessity of the rules they create.

According to Edwards (2000:208) the following list of rules might be created in this way:

- *Act in a safe and healthy way.* Use playground equipment appropriately, follow the laboratory safety rules, avoid tripping or hitting other learners, and go straight home after school.
- *Treat all property with respect.* Protect textbooks and library books from damage, ensure that school furniture and equipment are not abused, and ask permission to use someone else's property.
- *Respect the rights and needs of others.* When you are to work independently, do your own work; when you work in groups, do your part to make learning successful. Be courteous to classmates and educators and use appropriate language.
- *Take responsibility for learning.* Complete all assignments, come prepared for examinations, carefully listen to teachers and compare your own thinking with what you are taught, keep track of your learning materials and bring them to class as directed, and do the very best you can in all your activities.

2.4.2.2 Consequences

Rogovin (2004:55) holds that consequences for inappropriate behaviour are necessary, but every effort should be made to prevent inappropriate behaviour and thus eliminate the need for negative consequences. Barbetta et al., (2005:16) urge educators to carry out the consequences and noncompliance of their classroom rules consistently or they will mean very little. She says that if learners follow the rules for group work at the learning centre, we should verbally praise them and provide additional reinforcement as needed.

Barbetta et al., (2005:16) maintain that inconsistent expectations cause learner confusion and frustration, and thus inconsistent consequences maintain misbehaviours and can even cause the behaviour to occur more frequently or intensely. She says when this happens, educators find themselves constantly reminding and threatening which, in turn, enhances their frustration. "Expectations are pointless if they are not backed up with reinforcement for compliance and reasonable negative consequences for noncompliance", she adds.

When a learner seriously or repeatedly violates the classroom rules particularly with power or revenge behaviour, consequences are invoked in keeping with previous agreement. Charles (2002:81) maintains that consequences are an educating tool, designed to help learners learn to make better behaviour choices in the future. In explaining how consequences need to be applied, Albert (1996 as cited in Charles, 2002:81) refers to the four R's of consequences, namely related, reasonable, respectful and reliably enforced. By *related*, she means that the consequence should involve an act that has something to do with the misbehaviour. For example, if Audrey continues to talk disruptively her consequence is isolation in the back of the room where she cannot talk to others. She should not be kept after class for talking, as the penalty has no logical connection with the offense. By *reasonable*, Albert means that the consequence is proportional to the misbehaviour. It needs to be taken into consideration that consequences are used to educate learners to behave properly, not to punish them. For example, if Matthews fails to hand in an assignment, the consequence should be to redo the assignment. By *respectful*, Albert means that the consequence is invoked in a friendly but firm manner, with no blaming or shaming. By *reliably enforced*, Albert means that educators consistently follow through and invoke consequences.

2.4.2.3 Logical consequences

Educators are likely to encounter misbehaviour in learners, regardless of how encouraging they are. While encouraging their learners, educators should identify logical consequences in advance and prepare to apply them as behavioural problems develop. According to Edwards (2000:112), logical consequences need to be distinguished from natural consequences as well as from punishment. Natural consequences are those that occur without the educator's intervention. For example, if a learner does not study in preparation for an examination, the learner will receive poor scores. Learners who carry dangerous weapons to school often hurt or injure other learners. These consequences are not arranged, they are not imposed by anyone, they happen naturally. Dreikurs et al., (1982: 118-119), hold that natural consequences represent the natural flow of events in which a person is faced with the unexpected effects of his behaviour. However, they maintain that logical consequences are guided and arranged. They must be discussed with, understood, and accepted by the learner otherwise the learner may consider it punishment. "The technique of logical consequences can be used effectively only when a good relationship exists between the educator and the child", Dreikurs et al., (1982:119) maintain.

Edwards (2000:112) maintains that logical consequences are constructed and then applied when necessary to influence learners' behaviour. They do not happen naturally but they do have a reasonable connection to some action. Logical consequences generally express the reality of the social order and are the results that can be expected whenever an individual fails to abide by the rules of living that all human beings must learn in order to function effectively. He also advises that logical consequences must be explained, understood and agreed on by learners because learners more readily accept consequences that they have helped to determine. He urges that application of consequences that have not been agreed to by learners should be avoided because employing consequences when learners misbehave without prior discussion with them tend to have an effect similar to that of punishment.

Still concurring with Dreikurs et al., (1982), Edwards (2000:112) maintains that the use of logical consequences is sometimes confused with punishment. He thus goes further to explain that punishment does not have a logical connection to a particular behaviour. Punishment is not applied according to plan and it is applied in such a way that it is painful enough so that the misbehaving learners have no choice but to change their behaviour. However, in most cases, punishment causes learners to feel that they have the right to retaliate and therefore it promotes revenge. Usually learners do not associate punishment with their own behaviour but rather with the person who is providing that punishment and as a result when punished, learners feel humiliated and in return will try to punish the educator for how they feel. Applying logical consequences therefore, help learners understand that it is their unacceptable behaviour that brings unpleasant consequences, not the arbitrariness of the educator (Edwards, 2000:113). Gordon (1989:31), however, does not agree with the use of logical consequences. He says that this concept of “logical consequences” is simply another name for the more straightforward term punishment. He argues that to say that the learner has to suffer the logical consequences seems to be an attempt to justify the use of punishment by mitigating the guilt that most educators feel when punishing learners. He further argues that reason why these consequences are made to sound logical is because the concept of punishment would not be given up (Gordon, 1989:31).

2.4.2.4 Recommended application of rules and consequences

It is critical that educators seriously consider the legal application of rules and consequences. Although consequences employed when learners break rules are designed to prevent further misbehaviour, application of legal standards and sound educational principles is encouraged. Application of rules and consequences need to be based on democratic principles embodied in the Constitution and the Bill of Rights since good discipline depends on educators’ valuing their learners as persons and respecting their learners’ capability for making wise judgments about rules and consequences. The examples presented in Table 2.4 with regard to application of rules and consequences, as adapted from Edwards (2000, 216-220) may be applied by educators to various discipline issues:

Table2.4: Recommended application of rules and consequences

Discipline issue	Usual action	Recommended procedure
Unexcused absence and tardiness.	Lowering grades in the case of absence or tardiness.	Grades should not be lowered because of lateness or absence. Special classes could be held in the evenings or on weekends. Tutoring could be made available. Learners should be given credit if they can demonstrate that they have learned course content by other means. Alternative methods of demonstrating mastery of the course content might be offered.
Suspension.	Learners are suspended for a specific time without due process. Due process refers to a legal effort to balance individual rights with the need to protect the interests and welfare of society (Edwards, 2000:210). Usually they are told of the action being taken and the reason for it.	The learner has the right to due process if he or she is being deprived of the right to education. An appropriate notice should be given, with a summary of the evidence against the learner and a list of witnesses. The learner should be given an opportunity to tell his or her side of the story and to be represented by counsel.
Disciplining a learner through public attention or ridicule.	Having a learner sit outside the classroom or putting his or her name on the chalkboard. These strategies are often used when a learner disturbs the class by talking to friends.	Because these tactics engender ridicule by peers and have detrimental psychological effects, they should not be used.

Discipline issue	Usual action	Recommended procedure
Keeping learners after School.	This may be done for a variety of reasons such as disrupting class, not completing assignments or coming to class late.	Keeping learners after school is unacceptable, due to possible safety problems with a child returning home at a time or in away that is unusual. Many schools first seek the consent of the parent before they use this kind of discipline.
Restricting learners' classroom participation.	Having the learner not participating in class due to not bringing pencils and other school supplies. Learners may not have materials necessary for full class participation for a variety of reasons.	Learners should not be kept from participating. Community equipment and material should be available to borrow.
Destroying school property.	When learners destroy school property, they often receive such punishments as denial of privileges or suspension. These punishments have little to do with the actual offense.	The consequence applied should be proportionate to the severity of the damage and the learner's feeling of remorse. Parents are reliable for the cost of the damage, but children could be required to compensate the school through work or community service.
Insubordination, open defiance, profanity, and indecent gestures.	Learners may engage in these kinds of behaviours when they feel their rights are threatened or when they wish to threaten the educator or avoid punishment. Usually, learners suffer suspension from class.	The educator has the right to terminate these learners' behaviours. However, it is wise to ascertain the learner's motives before taking any action. Too often, educators perceive these problems personally, but such reactions should be avoided. It is better to correct the problems that may have precipitated the behaviour. Educator reactions can often make matters worse.

Discipline issue	Usual action	Recommended procedure
Conducting body searches.	Sometimes learners will attempt to hide forbidden materials on their person, believing they are legally immune from being searched. When educators suspect forbidden items have been hidden on a learner' person, they may conduct a body search.	Conducting body searches can be risky if the learner fails to cooperate. Educators could easily be badgered by learners into using excessive force. There must, of course, be reasonable cause to believe that the person is hiding sensitive items. It may be appropriate for parents or police to perform the search if the situation is serious.
Seizure of learner's property used to disrupt learning.	Educators sometimes seize cellular phones and materials brought from home that the learner uses for entertainment. Often educators confiscate these items and in some cases permanently deprive the learner of his or her property.	The educator may confiscate items that disrupt the class, but these items should be returned to the learner as quickly as possible, probably after school. It is wise for the educator to give a receipt for the item, indicating that the learner is the owner.

Adapted from Edwards (2000:216-220)

2.4.2.5 Code of conduct

According to Van der Bank (2000: 303), the term *conduct* is derived from the Latin word “conductus” which means to behave oneself in a specific way. Conduct therefore refers to behaviour. She explains a code as a number of binding principles and rules reflecting the values and moral standards and a code of conduct as a written statement of rules and principles concerning discipline. Bray (2005:134) maintains that a code of conduct to promote proper and good behaviour and to set standards for positive discipline is essential in a school. This code of conduct, according to Bray (2005:134), also deals with negative discipline and provides measures to deal with such incidents; disciplinary measures are therefore devised to promote and to maintain a well-disciplined school environment and simultaneously prohibit and punish unacceptable conduct through measures that also encourage the culprits to improve their behaviour.

Van der Bank (2000: 3016) suggests that every school adopt its own code of conduct pertaining to the specific ethos of the school and incorporating school and community values. Supporting the idea that every school adopts its own code of conduct, Albert (1996, in Charles 2002:76) strongly advises educators to work together with their learners to establish a classroom code of conduct that specifies how everyone is supposed to behave. Joubert and Squelch (2005:28) concur and therefore suggest a more inclusive approach that is rooted in democratic considerations as described by the Schools Act (section 8) and Notice 776 of 1998. They say that the school principal and educators should share ideas with learners and their parents in an effort to develop a social contract that the code of conduct and school rules will be based on. They believe that such an inclusive process will give learners a sense of ownership of rules and at the same time communicate respect for learners’ needs and ideas. A framework for a code of conduct, which could be helpful for schools when drafting a code of conduct, is provided in Joubert and Squelch (2005:85).

2.4.3 Disciplinary methods or consequences

Schools use different disciplinary methods to maintain discipline. Some of the disciplinary methods are more punitive in nature. According to Joubert and Squelch (2005:2), some of the disciplinary approaches are limited by law. Some disciplinary approaches are recommended by the Department of Education (2001) whereas some are explained in detail and recommended in literature written by different researchers. For the sake of this study, the following disciplinary methods will be explored:

2.4.3.1 Reinforcement

According to Hunter (1990:7) to reinforce means "to strengthen". She contends that when a behaviour is reinforced, it is made stronger, which means that its probability or frequency is increased. There are two kinds of reinforcement, negative and positive. Negative reinforcement is often mistakenly thought of as a negative act on the part of the educator designed to suppress undesired behaviour (Edwards 2000: 49). Although it is often confused with punishment, negative reinforcement actually involves learners' avoiding an unpleasant stimulus, not being provided negative experiences. According to Edwards, the result of negative reinforcers is to increase the frequency of a particular behaviour; not reduce it, as is true in the case of punishment. Porteus et al., (2001:30) add that there are two ways in which positive reinforcement is used. Firstly, learners who behave in positive ways are positively reinforced and recognised. In this way they are encouraged to repeat this behaviour. Secondly, bad behaviour is prevented. They advise that the educator should carefully observe the "life cycle" of bad behaviour and identify issues that trigger such behaviour and then work towards diverting the bad behaviour.

2.4.3.2 Extinction

When inappropriate behaviour that was once reinforced is resolutely ignored, it is often extinguished, that is, it is weakened to the point of disappearing (Edward, 2000:50). Extinction is particularly effective when desired behaviours are reinforced at the same time. When extinction is combined with reinforcement, educators can expect significant improvement in classroom discipline (Edward, 2000:51). Barbeta et al., (2005:15), acknowledges that ignoring can be a valuable tool in reducing misbehaviour, however

she indicates that ignoring teaches learners what not to do, but does not teach them what to do instead. She therefore recommends that ignoring must be used with behaviour-building strategies, such as reinforcement of appropriate behaviours, and teaching replacement behaviours. Dreikurs et al., (1982:34) concur that ignoring the learner's behaviour may bring the desired results; however, he indicates that in some cases the learner continues his efforts. He therefore states that at this point continuing to disregard the learner's behaviour may be inadvisable since it disturbs the class atmosphere or the learning procedure and gives the learner the green light to continue his misbehaviour.

2.4.3.3 Point system

According to Joubert and Squelch (2005:56) many schools use a point system whereby points are either awarded to learners for good behaviour or deducted for misbehaviour. Explaining how the point system is applied, Joubert and Squelch (2005:56) indicate that at the beginning of the school year, learners could begin with a number of points and thereafter points are deducted for misbehaviour or alternatively learners begin with zero points and thereafter accumulate points for good behaviour. Another alternative is for learners to begin with zero points and as they misbehave, they acquire negative points which could be reduced by acquiring positive points for good behaviour. Joubert and Squelch (2005:34) however maintain that the main criticism against the point system is that there is often a great amount of inconsistency in the way in which points are awarded or deducted. Other schools develop different kinds of slips in different colours for different categories of misbehaviour. At a certain point the learner has to go for detention. Before the learner goes for detention parents are advised and they grant permission for such detention.

Holford (2006:16) calls this system "paper discipline" and maintains that it involves too much paper work. He says that all incidents are recorded and placed in files. Every detention slip is in triplicate: one for the academic department; one for the head of the year; one for the learner to take home, forge an adult-like signature and bring back to school if he can be bothered. The implication here is that the detention slip might not be seen by the parent. Holford further indicates that, when the learner does not show up

for detention, a new triplicate slip is issued for the following week. When he does not show up for that one, a triplicate “alert slip” is filled in reasonable detail and given to the head of grade, who calls the learner in for detention. When he does not show up for the resulting head-of-grade detention, letters go home with copies of every relevant number of staff. “So, when one of the miscreants can’t behave in class and all the low-level methods have been used so that a detention can results, it can take at least a dozen pieces of paper until all is right with the world” maintains (Holford, 2006:16).

It needs to be taken into account that different schools administer the point system in different ways. Holford’s experience or observation of how this system is administered differs from how Joubert and Squelch (2005) experienced or observed it. In his explanation of the system, Holford (2006) does not seem to view it as an effective tool.

2.4.3.4 Punishment

Schools generally employ a hierarchy of punishments for infractions of rules and the hierarchy is generally reasonably consistent.

(i) Lines

“Lines” is the practice of requiring a learner to write a stated amount. Originally this would have been to write an appropriate phrase a certain number of times or an essay of a stated length on a stated subject.

(ii) Detention

Detention is a form of punishment used in schools, where a learner is required to spend extra time in school at a time when he or she would not normally be required. Detention usually takes place during a period after the end of the school day, or on a non-school day, such as a Saturday. However, other times such as breaks in the school day may also be used. If a learner is given detention after school, parents must be given fair warning in writing (Joubert & Squelch, 2005:89).

A detention is typically carried out in a room that offers no amenities for leisure so that learners serving detention will have no outlet to distract them from their punishment. The

learners are usually monitored by an educator, and may be required to either bring homework, sit quietly, or perform some punitive or non-punitive task, usually to decrease boredom. Such tasks may take the form of academic activities such as writing an essay or answering questions on why the detention was given, or copying out paragraphs from a text, or writing out lines. Educators who send learners to detention must provide work for the students to do (Rosen, 2005:39).

Detention is usually considered to be one of the milder punishments available to a school. However, if detention fails to cure the learner's behaviour, and for more severe behaviour, harsher punishments such as suspension, or expulsion may be used.

(iii) Time-out

According to Edwards (2000:51) time-out usually takes place in a room away from the regular classroom. The room should be as free of stimuli as possible so that the learners do not find being there preferable to being in the classroom. Learners are usually required to stay in the time-out room for some designated time or until the undesirable behaviour is terminated. Time-out is a behaviour reduction procedure or form of punishment in which learners are denied access to all opportunities for reinforcement, contingent upon their displaying inappropriate behaviour. Thus, a behaviour is reduced by withdrawing the opportunity for reinforcement for a period of time following the occurrence of the behaviour. However, educators often think of time-out as a procedure to allow a learner to calm down, typically by being quiet and disengaging from current stressors (Ryan, Sanders, Katsiyannis & Yell, 2007:60).

Ryan et al., (2007:63) say that time-out can be an effective tool but only when used appropriately and advise that time-out is not a place, but instead it is a process whereby all opportunities to get reinforced are withdrawn. Consequently, for it to work, the time-in area must be more reinforcing than the time-out area (Barbetta et al., 2005:16). Edwards (2000:51) holds that it is wise to limit the use of time-out as much as possible. He says that learners should not be traumatised by time-out experiences.

(iv) Corporal punishment

Corporal punishment is forced pain intended to change a person's behaviour or to punish them. Learners used to be beaten with the hand or an implement across an open hand, a cane across the hand, a slipper or a cane across the buttocks.

Although illegal in South African school it is still practised in some schools. The Department of Education (2001:6) highlights some common arguments against the banning of corporal punishment and states "Some educators believe that children will neither show them respect nor develop the discipline to work hard unless they are beaten or threatened with being beaten. They feel that their power as educators has been taken away from them because they are unable to use corporal punishment". Porteus et al., (2001:16) maintain that there are educators who still believe that corporal punishment is necessary. An argument from one of the supporters of corporal punishment, as cited by these three authors says "corporal punishment may not be a good strategy for all children, but it is important as the last resort for children who do not respond to other methods". However, they maintain that by resorting to a behavioural "quick fix", educators often miss the opportunity to uncover and address the "heart of the problem" (Porteus et al., 2001:11).

(v) Withdrawal of privileges

Porteus et al., (2001:37) argue that one of the effective systems of consequences is based on having activities that learners like to do at schools. When learners behave well, these activities are regularly done. When a learner consistently misbehaves, these "privileges" are taken away. Joubert and Squelch (2005:55) say that a learner may be punished by withdrawing certain privileges, for example, preventing a learner from participation in a sport activity.

(vi) Report

Report is a punishment often used in schools for persistent and serious bad behaviour, such as truancy. Generally it is the strongest measure taken against a learner.

Typically a learner is given a report card, which he or she carry around with them at school. At each lesson the educator in charge of the class completes and signs a box on the card confirming the learner's presence at the lesson and commenting on his or her attitude. A learner may be placed on report for a fixed time period, such as a week, or until his or her behaviour improves. The parents may also voluntarily place a learner on report.

Learners who are falling behind academically due to lack of diligence could be subjected to enhanced reporting, where performance is closely monitored and reported weekly to parents (Rosen, 2005:34).

(vii) Suspension

Suspension refers to temporarily withdrawing a learner from normal classes. It is assigned to a learner as a form of punishment that can last from one day to a number of days during which time the learner cannot attend regular school lessons. Historically, this would have meant sending them home, but *in-school suspension* is now also practised, where the learner is separated from classmates but still taught within the school. Thus suspension comes in two forms, Out-of-School Suspension and In-School Suspension.

In-School Suspension

According to Rosen (2005:40) some schools have a designated location or classrooms for suspension programmes during the school day. In-School Suspension is an alternative setting that removes learners from the classroom for a period of time, while still allowing them to attend school and complete their work. Generally a learner assigned to in-school suspension spends the entire day in the designated location, completing work submitted in advance by the learner's educators, while being monitored by school staff.

Out-of-School Suspension

According to Joubert and Squelch (2005:90), learners may be suspended by the School Governing Body (SGB) after a fair hearing. According to Rosen (2005:40) Out-of-School Suspension is an abused and too-often-used consequence for learners' misbehaviour in schools due to the fact that it has become an automatic response for too many of the school administrators. Thus Rosen (2005:40) suggests that alternatives must be utilised so that it is not used frequently but only when it is the only recourse.

The learner's parents or guardians are usually notified as to the reason for and the duration of the out-of-school suspension.

(viii) Expulsion

Expulsion is the removal of a learner permanently from the school. This is generally a last resort. According to Joubert and Squelch (2005:90), expulsion may only be used in the case of very serious offences and only the Head of Department may expel a learner from a public school.

2.4.3.5 Other negative sanctions

Other lesser sanctions may also apply, including additional homework, chores, being positioned at the front of the class and standing in the corner.

Jones's model (as cited in Edwards 2000:252) outlines this backup system which comprises negative sanctions that are arranged hierarchically from lesser sanctions to more serious ones. Thus in his model, Jones lists the following low-level sanctions that can be imposed for misbehaviour: Warning, pulling the card, and a letter home on the desk. If learners create more trouble, the educator may have to impose the following mid-level sanctions, says Jones and for mid-level sanctions, he lists: time-out, detention after school, loss of privileges, and parent conferencing. Finally he lists: In-school suspension, Saturday school, delivering the learner to a parent at work, asking a parent to accompany the learner to school, suspension, police intervention and expulsion as high level backup sanctions which are the schools' final effort to get disruptive learners to change their behaviour.

2.4.4 Proactive discipline strategies

Oosthuizen et al., (2003:466), maintain that proactive discipline strategies, designed to deter or avoid the incidences of disciplinary problems, allow the learners to feel valued, encourages learners to participate and to cooperate, enable learners to learn the various skills involved in assuming responsibility for what happens to them and help them to take initiative, relate successfully to others and to solve problems and ultimately promote self-discipline. These discipline strategies fall within models of classroom management advocated by Gordon (1989) and to a certain extent by Dreikurs (1982).

2.4.4.1 Learner-educator relationship

Successful discipline also depends on educators' ability to establish positive relationships with their learners. Positive learner-educator interactions depend appreciably on how well educators can relate to a diverse learner population. Educators commonly need to deal with issues regarding race, culture, gender and exceptionality. According to Edwards (2000:14), to reduce the number of discipline problems, the educator needs to make learning more relevant and meaningful, foster independent thinking, show greater acceptance of diversity, encourage cooperative learning, avoid excessive control and discontinue the use of punishment to discipline learners.

Nelsen, Lott and Glenn (in Charles, 2002:105) hold the following with regard to learner - educator relationship:

- Discipline problems gradually become insignificant in classrooms where there is a climate of acceptance, dignity, respect and encouragement.
- Educators must show that they truly care about the learners. This is necessary if the desired perceptions and skills are to develop properly.
- Educators demonstrate caring by showing personal interest, talking with learners, offering encouragement and providing opportunities to learn important life skills.
- Educators can greatly facilitate desirable learner behaviour by removing barriers to good relationships. By simply avoiding certain barriers, educators quickly bring about great improvement in learner behaviour.

Educators must employ a humanistic approach which includes educators speaking with learners individually, developing mutual respect, modelling desired behaviours, and knowing their learners (Garrahy et al., 2005:60). She holds that respect given leads to respect gained. She therefore urges educators to use quiet individual discussion with learners and not to call out learners on their misbehaviour in front of the class, to use appropriate language when speaking with learners and to avoid sarcasm. One way to analyse your level of respect is to consider how you wish to be treated and use that as a guideline in working with your learners (Babkie, 2006:187). Charles (2002:34) says that in order to develop a solid basis of trust and respect in the classroom, educators must always model the trust and respect they wish to see in their learners. This strategy is linked to the Dreikurs' model of discipline since it focuses on establishing a classroom climate in which needs are met, behaviour is managed humanly and learning occurs as intended.

2.4.4.2 Family involvement

The greatest support has to come from parents since educators require a discipline approach that permits them to work cooperatively with learners and parents. Parents have to teach discipline at home, prevent their children from taking drugs and weapons to schools and support educators and schools when they have to discipline the children who have got themselves into trouble (Pandor, 2006).

According to Rogovin (2004:37) family involvement can have a direct and positive impact on a learner's behaviour and academic work in class. He points out that some schools take steps to involve parents of learners with behaviour difficulties in their children's education. The parents are invited to review meetings, diaries are used to inform them of their children's progress and behaviour, and packs for parents help them to support their child's learning. However, Rogovin (2004:57) advises that the family should not be involved too quickly. He urges educators to give a learner the option first of resolving it without his family. If the problem continues, then the educator will involve the family.

It needs to be noted that not all parents respond positively on receiving reports that their children have been corrected for misbehaviour. Holford (2006:18) maintains that rather than supporting educators, parents are often indignant that their child has been corrected. He says the father of a learner in his form recently told an educator that if she gave his daughter another detention, he would come to the school and “sort her out”. According to Holford, almost ten percent of all physical attacks on educators were perpetrated by parents. “The National Association of Head Teachers reported that in January 2005, five heads were attacked by parents, while ten were threatened by them”, he maintains.

Flannery (2005:22) also writes “Gone are the old good days when educators could rely on parents to catch their backs. Today one out of two educators reports having been accused by parents themselves of unfair discipline. Not all parents respond positively on receiving reports that their children have been corrected for misbehavior.”

2.4.4.3 Involvement of others in behaviour management effort

The power of the peer group can be used to produce positive changes in learner behaviour. Peers can serve as academic tutors and can monitor and reinforce one another’s behaviours (Barbetta et al., 2005:17). Edwards (2000:49) suggests the provision of opportunities to take responsibility for others through, for example, senior pupils buddying or mentoring younger ones. Porteus, Vally and Ruth (2001:86) concur that one of the most powerful ways of dealing with learner misbehaviour is through peer counselling.

Barbetta et al., further suggest that educators should also include other adults in behaviour management. “Fellow educators can provide support in several ways. One way is to schedule regular meetings where educators share behaviour management solutions. Occasionally, they may need some extra support from a colleague” they assert. They also indicate that it is the responsibility of educators to build productive and positive parent–teacher partnerships. School counsellors, psychologists and other professionals can be invaluable resources. Their assistance when needed for support, guidance, and additional strategies should be sought (Barbetta, et al., 2005:17). Babkie

(2006:184) concurs by saying that learners, parents and other professionals can be effective partners in behaviour management.

2.4.4.4 Empowerment of learners

Educators need to believe in the empowerment of learners. According to Rogovin (2004:7) many educators get caught up with being the sole power in the classroom. They are in charge, they are the holders of the information and they control the section of the curriculum the administration allows them to control. The thought of ceding power to learners is unimaginable. He stresses that the learners must be empowered to be in charge of their behaviour and their learning, internalise the principles and feel confident that their needs are been met by the educator. One effective way to include learners in their own behaviour change programmes is the use of self-monitoring. With self-monitoring a learner helps regulate his or her own behaviour by recording its occurrence on a self-monitoring form (Barbetta et al., 2005:17).

The ultimate purpose of discipline (Coloroso, 1994 in Charles, 2002:162) is to enable learners to make intelligent decisions, accept the consequences of their decisions and to use the consequences to make better decisions in the future. Recognising the relationship between decisions and their consequences teaches learners that they have control over their lives, an absolute essential for the development of inner discipline. In this way, Coloroso (1994 in Charles, 2002:162) assigns educators a key role in bringing about inner discipline. She firmly contends that educators who feel they must control learners turn to bribes, rewards, threats and punishment to restrict and coerce correct behaviour. However, educators who want to empower learners to make decisions and to resolve their own problems give learners opportunities to think, act and take responsibility, she further contends.

Choice empowers (Marshal, 2005:51). When options are presented, a learner feels empowered as opposed to overpowered. "Offering choices diffuses the emotional charge of a tense situation prompted by feelings of coercion. The misbehaving learner is prompted to think, rather than impulsively react, because the learner is required to make

a choice” maintains Marshal, thus supporting Coloroso (1994 in Charles, 2002), Barbetta (2005) and Rogovin (2004) in their belief of learner empowerment.

2.4.4.5 Responsibility training

Responsibility for maintaining discipline in the classroom seems to be mainly that of the educator. However, according to Shechtman and Leichtentritt (2004:325), this does not necessarily advocates high control educator methods, but suggests a low control approach in the belief that learners bear primary responsibility for controlling their own behaviour and are capable of doing so. Wolfgang (1995:228) also articulates that responsibility training is positive discipline’s system for helping the educator to obtain the kind of positive corporation that is envisaged by Shechtman and Leichtentritt (2004:325).

Edwards (2000:13) holds that much is said by educators and school administrators about teaching children to be more responsible. However, he maintains that this “responsibility” often consists of completing assignments on time and accomplishing other tasks as directed and therefore learners judged to be the most responsible are those who comply exactly with expectations. For Edwards, responsibility requires the exercise of free will and the opportunity to make choices. He says that responsibility can be taught by providing learners with more real opportunities to make decisions. In this way, responsible actions will replace rebellious ones when children are taught to make valid decisions within the context of free choice and when they are held personally accountable for the decisions they make. “This is how true responsibility is fostered” argues Edwards (2000:13). Edwards further maintains that a balance must be struck between the educator’s control and learners’ self-determination and that learners should not simply be turned loose to do as they wish but they must be involved with the educator in responsible decision-making. Glasser (1984, as cited in Charles 2002:22), a leading proponent of leadership-oriented discipline, also believes that educators can provide valuable assistance to learners as they learn to assume greater responsibility for themselves and gain more control over their own behaviour.

From what the cited researchers are saying with regard to responsibility training, the role of educators is one of leadership. They believed that children can achieve a state of responsible self-determination if the educator uses appropriate intervention strategies. In other words they believed that children can eventually act responsibly if educators and other adults teach them how.

2.4.6.6 Character development and inculcation of values

De Klerk and Rens (2003:353-371) state that there is a value crisis in South Africa and as a result there is an urgent need to establish ways of finding answers to this crisis. In their article they address the relationship between values, education and discipline. They insist that the teacher as the secondary educator should play an important role in the establishment of values among learners. This is supported by the Department of Education (2000:3) that has made clear its intention to establish values in schools in its Manifesto on Values, Education and Democracy. In the Manifesto, Professor Kader Asmal (2000:3) emphasises the important role to be played by schools in establishing the regeneration of the ethical fibre of the South African society and thus remarks that the moral fibre and value systems of the people of South Africa are constituted and reconstituted in South African schools.

Values play a critical role in character development. The Constitution of South Africa guarantees the protection of citizens regarding three important values: human dignity, equality and freedom (Constitution of the Republic of South Africa, 1996). Dreikurs et al., (1982:8) believe that discipline cannot be discussed without emphasis on the importance of values. They stress that children must be trained in the basic, democratic values that stress not only equal rights but also mutual respect and corporation. “If educators are to counter the surge misbehaviour and youth violence, educators must begin instilling ethical values in learners and call on families, churches and communities to work as partners” asserts Charles (2002:8). Inculcation of values contributes to character development and thus enables learners to distinguish between right and wrong.

Learners need to understand values within the context of a free society. They need to realise that they cannot do whatever they please, because they have a responsibility to others. This means that their freedom is limited (Edwards, 2000:208). This, Edwards says, is important to internalise since some learners are fond of claiming that they should have rights when they feel excessively controlled or when they wish to do something that others seem to disapprove of. Their actions may defy the controlling influence of educators and parents, and at times they are offensive to others or violate others' rights.

2.4.4.7 Model good behaviour

According to Porteus et al., (2001:38) it is extremely important for educators to model good behaviour. They argue that children learn from the role-models around them. An educator who is effective at working with learners is herself a living example of good behaviour and caring values. If educators model violence, learners are more likely to adopt violence. If educators model frustration and intolerance, learners are more likely to express themselves with frustration and intolerance. If educators model compassion, patience, and values, learners are more likely to follow those behaviours. Hunter (1990:121) asserts that observational learning (learning by observing others do something) is a very powerful way of acquiring attitudes, skills and knowledge. She says that attitudes, mannerisms, speech patterns and prejudices are learned without any intent to do so, from watching "significant others" display those behaviours. Her point is that when an educator demonstrates respect for the dignity of learners and other school personnel, learners are more apt to acquire that behaviour.

Noddings (1984, as cited in Lake, 2004:570) supports the view that educators need to model good behaviour and thus presents how this could be done with regard to moral education. His approach which is derived from the ethic of care has four components: modelling, dialogue, practice and confirmation. The first component, modeling, is extremely important because adults and educators must show in their behaviour what it means to care, and educators must model pro-social behaviours toward other educators as well as toward learners. As these interactions are taking place, Noddings suggests, there should be a dialogue about the specific pro-social behaviour exhibited by the

educator. Once the modelling and dialogue have occurred, it is imperative that learners practise these caring behaviours and reflect on their practice. “Finally comes confirmation, the act of ‘affirming and encouraging the best in others’” maintains Noddings. He says that when someone is confirmed, a better self is identified and its development is encouraged. As a result, he urges educators to provide feedback to learners as they practise and use pro-social behaviors in and out of the classroom.

2.4.4.8 Educator support and training

Short, Short and Blanton (1994:90) maintain that educators often receive little formal training in classroom discipline and that without such training it may be easier for them to resort to force and corporal punishment as a behaviour control strategy. She therefore recommends in-service training and workshops that can provide an excellent way to remedy this gaps and ineffective practices. She calls on principals and educational supervisors to provide opportunities to share their ideas about classroom management and to support each other professionally. Gordon (1989:104) supports the need for training and development of educators and thus holds that educators require a profound shift in their attitudes and in their posture towards discipline, power and authority. He recommends his Teacher Effectiveness Training programme which he says will equip educators and enable them to speak non-power language and discard the traditional language of power that is used in educator-learners relationships.

2.5 Other proactive strategies to prevent classroom discipline problems

Babkie (2006:184) believes that prevention is the most effective form of behaviour management. She says that the most efficient way to eliminate misbehaviours is to prevent their occurrence or escalation from the beginning. “Using a proactive approach also allows educators to focus more on teaching appropriate behaviours rather than eliminating negative behaviours”, she maintains. Babkie (2006:184) provides educators with simple ideas to manage behaviour and the classroom in general proactively rather than having to react after a problem occurs. The following are Babkie’s tips for managing the instructional environment to increase positive academic and behavioural

outcomes, as well as specifics about using behavioural techniques as preventive measures (Babkie, 2006:184-187):

- Clarify rules so that students fully understand your expectations from the beginning.
- Be consistent both in enforcing rules and in managing the classroom.
- Use routines for all classroom activities so that learners know what to do at all times.
- Organise the classroom and materials in a way that avoids clutter and that allows learners to know where to find items and where to return them.
- Pace lessons on the basis of learners' needs and responses.
- Alter the workload for learners' experiencing difficulty in completing their work rather than punishing them for lack of completion.
- Ensure active engagement by making learning purposeful.
- Evaluate the function of inappropriate and unacceptable behaviour to determine how the behaviour benefits the learner.
- Collect data or information to determine when the inappropriate/unacceptable behaviour occurs (time of day, content areas), with whom (a particular educator, another learner, a group of learners), and how often (daily, times per day) to establish possible triggers or antecedents for the behaviour.
- Use antecedent control by changing the environment and other variables you have identified in your analysis of the function of the behaviour and your data collection.
- Redirect learners by prompting appropriate behaviour using the cues and strategies previously noted, as well as intervening as soon as you see potential problems developing.
- Consider group dynamics when planning activities, organising groups and making seating arrangements; also identify potential bullying situations. Design contracts, if necessary, in which you and the learner examine the behaviour of concern and determine together how to change it.
- Be respectful at all times toward learners.
- Ensure that learners feel comfortable and capable and that they consider themselves contributing members of the classroom.

Barbetta et al., (2005:11) support the ideas presented by Babkie (2006) and also suggest that educators should be proactive in managing classroom behaviour. In an attempt to assist educators, she reviews common behaviour management mistakes that educators could make and provides numerous strategies as to what to do instead. The following are some of the common behaviour management mistakes that she depicts as well as what she advises educator to do:

- Defining misbehaviour by how it works instead of defining misbehavior by its function.
- Asking the learner “why did you do that?” instead of assessing the behaviour directly to determine its function.
- Tying harder when an approach is not working instead of trying another approach.
- Having inconsistent expectations and consequences instead of having clear expectations that are enforced and reinforced consistently.
- Educators viewing themselves as the only classroom manager instead of including learners, parents and others in management efforts.
- Taking learner behaviour too personally instead of taking learner misbehaviour professionally.

While Babkie (2006) presents discipline techniques to ensure prevention of learner behaviour, Barbetta et al., (2005) caution educators with regard to mistakes that need to be avoided to ensure prevention of learner misbehaviour. Barbetta et al., (2005:11) maintains that her suggestions will ensure that educators become proactive in classroom management and thus will be useful in the context of developing and implementing a comprehensive behaviour management plan. The suggestions provided by Barbetta are based on the assumption that educators have considerable influence over learner behaviour, which is particularly true if interventions begin early and are supported at home as well as the assumption that most learner misbehaviours are learned and occur for a reason. “It is therefore the responsibility of educators to determine those reasons and teach appropriate behaviors to replace those misbehaviours” assert Barbetta et al., (2005:11). These suggestions are proactive in

the sense that they equip educators with the ability to avoid certain mistakes that could trigger learner misbehaviour or escalate it.

2.6 Teaching styles

The reaction of educators to learners' misguided goal-seeking behaviour can be instrumental in either reducing or increasing the incidence of misbehaviour in the classroom. Avoiding these discipline problems depends to some degree on educators' personalities. Different educators tend to react in different ways and their reactions produce different results. According to Edwards (2000:101) the following types of educators are identified:

2.6.1 Autocratic

Autocratic educators force their will to the learners. They take firm control and refuse to tolerate any deviation from the rules. They force rather than motivate learners to work and they punish those who refuse to conform. Autocratic educators use no warmth or humour in their classes. They enforce their power and authority over their learners. Learners, whose educators are autocratic, usually react with hostility to the demands, commands and reprimands of their educators.

2.6.2 Democratic

Democratic educators provide firm guidance but do not promote rebellion. Learners are allowed to participate in making decisions and in formulating rules. Democratic educators help learners to understand that making decisions is tied to responsibility. While learners are allowed freedom, they are expected to assume responsibility for what they do. These educators believe that allowing learners some leeway is the best way to help them to become self-governing eventually. Democratic educators have a way of establishing order and limits without seizing their learners' right to autonomy. They are firm yet kind. Learners in their classrooms are free to explore and choose their own way

as they increasingly assume personal responsibility. Learners in democratic classrooms develop a sense of belonging to and having a stake in the class.

2.6.3 Permissive

Permissive educators fail to realise how critical rules in the classroom are. They do not follow through on consequences. The need for learners to develop self-discipline is not critical to them. They allow learners to behave as they wish and as a result their classrooms are chaotic.

Learners have had too much authoritarian and permissive control and now require a democratic approach in which they must exercise both choice and responsibility. In order to have good discipline, educators should also emphasise “discipleship”, encouraging their learners to become “educators of others”, which brings increased decision-making, attention to the well-being of others and responsibility. In support of the democratic approach of classroom management, Gordon (1989:21-31) provides an alternative, which is the Teacher Effectiveness Training model. Use of this model which is based on the democratic approach is seen to be effective in renouncing external control of learners by rewards and punishment and thus effective in promoting self-discipline.

2.7 Developing a personal theory of discipline

The educator’s personality and teaching style also play a vital role in establishing and maintaining a disciplined classroom. Edwards (2000:20) therefore draws educators’ attention to the necessity of developing a personal theory of discipline. He says a personal theory of discipline is the beliefs one has about the nature, purpose and value of discipline. He argues that one’s personal “theory” or model of discipline should be developed around a consistently formulated and carefully articulated personal philosophy of education. “All that educators do in a classroom should be a reflection of

their personal philosophy. Otherwise, contradictions of various kinds can be anticipated in day-to-day teaching. A philosophy acts as a guide and helps eliminate problems that stem from having to make decisions without the benefit of a firm set of principles” maintains Edwards. He adds that without a consistent, well-understood system of beliefs and associated theories, educators have little guidance in dealing with the complexity of the classroom. He is convinced that most classrooms present educators with an excess of problems and procedures that can be dealt with most efficiently and effectively by using a single set of principles rather than managing each new happening as though it were different from any other.

Charles (2002:11) supports the idea of developing a personal theory of discipline and thus maintains that the best system of discipline for meeting individual educators’ needs must be composed by educators themselves and be tailored to fit their particular personality, their philosophy of education, realities of the learners, school, and community where they teach.

2.8 Criticism on control-oriented discipline strategies: Rewards and punishment

Control-oriented discipline strategies are primarily based on the assertive discipline model. According to Lake (2004:266) schools often attempt to address issues of misconduct, anti-social or violent behaviours through classroom management designs which do more harm than good. He strongly contends that many schools strive to be attractive and establish themselves as places that are safe, promote children’s well-being and foster academic development. However, behind the scenes, the day-to-day running of the school often reveals a different image, an unseen reality of educator dominance, manipulation and control. This scenario according to Lake (2004:266) could convince one that when learners misbehave, they are in fact only rebelling against the requirement that they create a completely different persona in order to survive school.

He argues that most common classroom management designs used in schools still focuses on rewards and punishments and in application of these strategies educators condone the practice of controlling children. He notes that rewards and punishment management systems have clearly stated rules and consequences, often displayed

prominently in the classroom (Lake, 2004:568). According to Marshal (2005: 51) control is only temporary. He argues that this type of classroom management system, while effective to control children in the short term, does nothing to foster pro-social behaviours and actually promotes the idea that children must conform to adult behaviours. If a child does not comply, the adult can punish him/her and effectively minimise any chance the child has to practise pro-social skills.

The picture that Lake (2004) paints here is that most schools use the control-oriented or power-based obedience model of classroom management. Curwin and Mendler (1989:83) concur with Lake (2004) and assert that an effective discipline plan must emphasise respect and responsibility while addressing behavioural problems, while assertive discipline essentially tells learners, “Behave or else!” They point out the potential dangers of implementing a power-based obedience model, no matter what it is called. They see assertive discipline as a behaviour modification model in which one person (educator or administrator) has all the power to define the rules while offering rewards for compliance and administering punishments through public disclosure. “... Assertive discipline provides an attractive, packaged, simple-to-understand, easy-to-implement alternative, which offers initial hope but often leads to disappointment... a truly effective discipline plan must include, but go beyond, rules, rewards, consequences and punishments. It must send a message of respect, dignity, belief, and hope to those most directly affected” argue Curwin and Mendler (1989:83).

Curwin and Mendler (1988:81-82) concur with Lake (2004) and contend that many schools approach discipline from the perspective of stopping misbehaviour by developing punishments for rule violation. They maintain that this perspective is too negative because acceptable behaviours are ignored while attention is given to those who misbehave and further maintain that by giving most attention to the negative, the implicit message to learners is that the way to be noticed and rewarded with attention is by breaking rules. “It is essential to replace competitive metaphors in schools with images of corporation, mutual respect, and commitment to common goals for the good of everyone in the classroom”, contend Curwin and Mendler (1988:2).

Dreikurs et al., (1982:127) also concur with Lake (2004) and thus hold that rewards as well as punishment induce false values in the child. They say many children desire to do well only because of the reward. If no reward is foreseen, the child's incentive towards doing well disappears.

Gordon (1989:23) also supports the views of Lake (2004), Curwin and Mendler (1988), as well as Dreikurs et al., (1982) by opposing control-oriented discipline strategies. He thus regards educators who use control-oriented discipline strategies as controllers who get their power from their use of the rewards and punishments. "Rewards and punishments are the ultimate sources of the power of the controllers to control, disciplinarians to discipline and dictators to dictate" maintains Gordon (1989:23).

Lake (2004:256) further argues that continuous use of classroom management and discipline policies that utilise rewards and punishment by schools and educators is based on the notion that educators must control learners' behaviour because learners are not capable of controlling themselves; educators must decide what is right and wrong for learners because children are not capable of deciding right and wrong for themselves. He maintains that controlling learners hinders their development of self-esteem and self-identity. Controlling learners may also reinforce the powerlessness they feel in adult environments and could stunt their growth toward equality. The act of controlling learners is the act of oppressing them.

Kordalewski (1999 as cited in Black, 2005:40) also disapproves of the use of control-oriented strategies such as rewards and punishment. He strongly contends that the notion that "knowledge resides entirely with the educator" keeps educators talking and learners mostly silent and that this notion is not true at all. He maintains that learners are more verbally effective, emotionally considerate and socially knowledgeable than they are given credit for.

2.9 Conclusion

It is evident that the meaning that educators and administrators in schools attach to discipline has a great influence on the educators' choice of strategies that they will employ to establish discipline in their classrooms and thus in schools. Knowledge and

understanding of the various classroom management models as well as skills to apply those classroom management models and the discipline strategies that emanate from them are very critical and essential to all educators.

This literature review provides better understanding of concepts, systems and procedures that relate to classroom discipline and could be useful for educators to improve their classroom discipline strategies. Essentially, this literature review contributes to the theoretical framework of my study.

Chapter 3: Research design and methodology

3.1 Introduction

This research was interpretive. According to Henning et al., (2004:21) interpretive research is concerned with meaning and seeks to understand social members' definitions and understanding of situations. An interpretive research thus seeks to produce descriptive analyses that emphasise deep, interpretive understanding of social phenomena. In this study, the researcher sought to understand how participants, who are educators, make meaning of the phenomenon "discipline" in the contemporary classroom. The study produced deep, interpretive understanding of the phenomenon. "discipline" in a classroom context. Thus Merriam (2002:4) describes an interpretive qualitative approach as learning how individuals experience and interact with their social world. She maintains that researchers who use the interpretive qualitative approach are interested in understanding what those interpretations are at a particular point in time and in a particular context. The purpose of this research was to gain understanding of the meaning of discipline from different perspectives, challenges that educators are faced with in the contemporary classroom, disciplinary strategies that they employ to establish discipline in their classrooms as well as exploring alternative disciplinary strategies that could be employed by educators in order to establish and maintain effective classroom discipline.

According to Garrick (1999:149) fundamental assumptions of the interpretive paradigm include the belief that any event or action is explainable in terms of multiple interacting factors. Thus my assumptions were that, firstly most educators still use control-oriented strategies and as a result they find it difficult to establish discipline in their classrooms and secondly, for educators to achieve effective classroom discipline, they need to have acquired particular knowledge and skills, and in selecting an approach to discipline, educators need to determine which of the classroom management models is most consistent with their personal values and educational philosophy.

Creswell (2007:37) holds that qualitative research begins with assumptions, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. This interpretive research paradigm thus pointed me to the use of qualitative research methods, both in collecting and in analysing data.

3.2 Qualitative research approach

McMillan and Schumacher (2001:395) define qualitative research as an interactive inquiry in which researchers collect data in face-to-face situations by interacting with selected persons in their settings (field research). Qualitative research describes and analyses people's individual and collective social actions, beliefs, thoughts and perceptions (McMillan & Schumacher 2001:395). Thus in qualitative research, the researcher is concerned with understanding the social phenomena from the participants' perspectives and therefore interprets phenomena in terms of the meaning people bring to him.

Creswell (2007:37) states that a qualitative approach to inquiry involves the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes. The final written report from this qualitative inquiry includes the voices of participants and a complex description and interpretations of the problem, and it extends the literature or signals a call for action. In his description of a qualitative research approach, Creswell (2007:37-38) provides the following characteristics of qualitative research:

- The researcher as a key instrument. This means that the qualitative researcher is the one who gathers the information.
- Multiple sources of data. Qualitative researchers gather multiple forms of data through interviews, observations and documents, rather than rely on a single data source.

- Inductive data source. Qualitative researchers build their patterns, categories and themes by organising the data into increasingly more abstracts units of knowledge.
- Participants' meaning. In the entire qualitative research process, the researchers keep a focus on learning the meaning that the participants hold about the problem or issue, not the meaning that the researcher or writers from literature brings to the research.
- Emergent design. The researcher's initial plan for research cannot be tightly prescribed. All phases of the process may change or shift after the researcher has entered the field and begun to collect data.
- Theoretical lens. Qualitative researchers often use a lens to view their studies.
- Interpretive enquiry. Qualitative research is a form of enquiry in which researchers interpret what they see, hear and understand.
- Holistic account. Qualitative researchers try to develop a complex picture of the problem or issue under discussion, which leads to reporting multiple perspectives, identifying the many factors involved in a situation and sketching the larger picture that emerges.

These characteristics of qualitative research as highlighted by Creswell (2007:37-38) became guidelines for this study in the sense that the researcher is the one who gathered the information using interviews and observations as data collecting techniques. After data has been collected, it was organised into categories. The meaning that the participants hold about classroom discipline and relevant issues related to it was the researcher's centre of focus. Since this was an interpretive study, the interpretation of the data was based on what was seen, heard and understood by the researcher and thus led to the identification of many factors involved in classroom discipline.

3.3 Research design

Cohen et al., (2007:78) hold that research design is governed by the notion of "fitness of purpose". This means that the research design and methodology

are determined by the purpose of the research. As already stated in the introduction of this chapter, the purpose of this study was to understand how educators make meaning of the phenomenon “discipline” in the contemporary classroom; the methodology of this study was qualitative, since this study focused on interpretation. According to Merriam (2002:11), the design of a qualitative study focuses on interpretation, including shaping a problem for the type of study, selecting a sample, collecting and analysing data and writing up the findings. The problem for this study was shaped in Chapter 1. The sections ahead look at how the sample was selected and how data was collected and analysed.

3.4 Sampling

Sampling is defined by Zikmund (2000:338) as a process of using a small number of items or parts of a larger population to make conclusions about the whole population. According to Creswell (2007:37) qualitative researchers tend to collect data in the field at the site where participants experience the issue or problem under study. The target population for this study was secondary schools in the Tshwane South District. The researcher sought to understand educators’ challenges with regard to establishing disciplines in their classrooms, so schools were the most appropriate site to conduct this study since educators experience discipline problems within school context. A sample frame of secondary schools in the Tshwane South District containing names of schools, contact numbers, name and surname of the school principal as well as the address of the schools was supplied to the researcher by the Gauteng Department of Education, Tshwane South District. Zikmund (2000:344) defines the sampling frame as a list of elements from which a sample may be drawn.

This study had to ensure that that there was adequate representation of schools from different cultural and different socio-economic backgrounds. This was done to ensure that the effect of cultural and socio-economic backgrounds on classroom discipline are reflected in this study. Thus

purposeful sampling was made. This means that the researcher selected sites for study that can purposefully inform an understanding of the research problem and central phenomenon in the study (Creswell 2007:125). A sample size of three high schools in Pretoria East was used for case study in this research.

3.5 Case study research

Case study research is a qualitative approach in which the researcher explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information such as interviews, observations, etc., and reports a case description and case-based themes (Creswell, 2007:73). Merriam (2002:8) defines a case study as an intensive description and analysis of a phenomenon or social unit such as an individual, group, institution or community. Thus the selection of the three secondary schools: one school being a fully integrated English medium secondary school in an affluent area, the second school being an Afrikaans medium secondary school in a more affluent area, and the third school being an English medium secondary school in a low socio-economic area. A case study involves looking at a case or a phenomenon in its real life context (Cohen et al., 2007:254). Thus the educators lived experiences, their thoughts and feelings about classroom discipline were portrayed in the three secondary schools. Interviews and observations were used to collect in-depth data.

3.6 Data collection

According to Creswell (2007:37), the major characteristic of qualitative research is that information is gathered by actually talking directly to people and seeing them behave and act within their context. In order to achieve this, 18 interviews with educators and 9 semi-structured observations were conducted in the three secondary schools. According to Merriam (2002:12) the data collection strategy used is determined by the question of the study

and by determining which source(s) of data will yield the best information with which to answer the question. Merriam (2002:12) maintains that there is a primary method of collecting data with support from another, and thus she encourages researchers to use more than one method of data collection as multiple methods enhance the validity of findings. The primary method of collecting data in this study was interviews and this method was supported by observations to enhance the validity of the findings and triangulated the research. Validity refers to the degree to which the explanations of phenomena match the realities of the world (McMillan & Schumacher, 2001:407) whereas triangulation refers to the use of two or more methods of data collection and is thus a more powerful way of demonstrating concurrent validity, particularly in qualitative research (Cohen et al., 2007:141).

For the purpose of this study, application was made by the researcher to the School Principal and Chairperson of the School Governing Bodies of the selected schools. After permission to conduct the research has been granted to the researcher by the respective school principals, the school principals were asked to brief the staff of the school about the request to conduct research, the nature of the research and to request volunteers from the staff who would be interviewed and who would like their classrooms to be observed. Thus participants were asked to indicate their willingness to participate prior to the researcher's visit to the school. Before interviews and observations were conducted, a letter of informed consent was presented by the researcher to individual participants; a willing participant had to sign a declaration of consent to say that he or she participated in the project willingly and that he or she understood that he or she might withdraw from the research project at any time. An informed consent implies that the subjects have a choice about whether to participate (McMillan & Schumacher, 2001: 196).

3.6.1 Data collection techniques

Interview and observation were the two data collection techniques used in this study. In-depth interviews were the primary source of data and observations were the secondary source of data.

3.6.1.1 In-depth interviews

Interview in the context of research is defined as a two-person conversation initiated by the interviewer for the specific purpose of obtaining research relevant information, and focused by the researcher on content specified by research objectives of systematic description, prediction, or explanation (Canell & Kahn, 1968, as cited in Cohen et al., 2007:351). In-depth interviews, which according to McMillan and Schumacher, 2001:443) are open response questions to obtain data of participant meanings with regard to how individuals conceive their world by explaining and making sense of the important events in their lives were used in this case study. According to Cohen et al. (2007:348) these interviews enable participants to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view. Interviews are thus seen as the centrality of human interaction for knowledge production.

An interview questionnaire in Annexure E was designed to establish the perception of educators regarding discipline in the contemporary classroom, to explore the challenges that they are faced with as well as discipline strategies which they are currently using to establish and maintain discipline in their classrooms. The participants were the primary data source for this study. Other data was obtained through observation of interactions between educators and learners in classrooms. Most questions in the interview questionnaire were open-ended questions. These questions allowed the researcher to be flexible, to probe, to go into more depth and to clear up misunderstandings. To ensure that the respondents answer all the questions and also to ensure efficient note-taking by the researcher, the interview

questions were divided into four categories. Table 3.6 represents the questions that were asked during the interviews. Category A focuses on teaching experience; category B on meaning of discipline; category C on discipline challenges; category D on discipline strategies; category E on rules, consequences and the code of conduct; and category F on involvement of family and others in behaviour management.

Category	Questions
A: Teaching experience	<ul style="list-style-type: none"> • How many years of teaching experience do you have?
B: Meaning of discipline	<ul style="list-style-type: none"> • What do you understand by the word “discipline”?
C: Discipline challenges	<ul style="list-style-type: none"> • Which discipline challenges do you find yourself faced with in your classroom?
D: Discipline strategies	<ul style="list-style-type: none"> • Which discipline strategies are used in your school to establish classroom discipline? Mention a discipline strategy and explain how it is applied. • Which of the alternatives to corporal punishment recommended by the Department of Education (2001) in the document: <i>Alternatives to corporal punishment: A practical guide for educators</i>, do you use in your classroom? • Which discipline strategy or strategies employed in your school do you regard as effective and why? • Which discipline strategy or strategies employed in your school do you regard as ineffective and why?



	<ul style="list-style-type: none">• Which additional discipline strategies do you personally use in addition to those used in your school to manage learner misbehaviour?• Have you obtained some form of training and development with regard to applying classroom discipline strategies?
E: Rules, consequences and code of conduct	<ul style="list-style-type: none">• Are classroom rules necessary? Why?• How do you come up with classroom rules?• How do you ensure logical connection between the misbehaviour and the consequence?• How does your school go about developing the code of conduct?• How are individual learners involved in the process?
F: Involvement of family and others in behaviour management	<ul style="list-style-type: none">• Which role is played by parents in learner discipline?• In what way are other support structures involved in learner discipline?

Table 3.6: Interview questions

Interview questionnaires were completed by the researcher during the interview questioning. The interview questionnaire had 16 open-ended questions and space between the questions to write the interviewee's comments. The interviews were scheduled to take 40 minutes in which the interviewer interviewed the interviewee. A total number of eighteen educators were interviewed in all the three schools. During every interview conducted, most of the answers were recorded verbatim; with some answers, the researcher made abbreviated notes which were later supplemented with fuller

accounts. In this way the responses were captured in full sentences for the purpose of conducting data analysis. Note-taking was supplemented by the use of a tape recorder for collecting data, and the data was then transcribed. The tape recorder was used with full permission and consent from the respondents. The use of the tape recorder was a measure that the researcher put in place to avoid data loss and distortion of data. Draft reports were returned to interviewees for accuracy checks on the data. Most of the educators were satisfied with the data. Only a few educators elaborated on their responses, but they did not suggest any substantive changes.

3.6.1.2 Observations

The distinctive characteristic of observation as a research process is that it offers a researcher the opportunity to gather “live” data from the naturally occurring social situation (Cohen et al., 2007:396). The use of observations in this study enabled me to look directly at what is taking place in classrooms, rather than relying on second-hand accounts (i.e. educators’ interpretations only).

According to Morrison (1993:80, as cited in Cohen et al., 2007:396) observations enable researchers to gather data on the following:

- The physical setting (i.e. the physical environment and its organisation)
- The human setting (i.e. the organisation of people, the characteristics and make-up of the group or individuals being observed, for instance, gender, class, etc.)
- The interactional setting (i.e. the interactions that are taking place, formal, informal, planned, unplanned, verbal, non-verbal, etc.)
- The programme setting (i.e. the resources and their organisation, pedagogic styles, curricula and their organisation).

The observations conducted enabled the researcher to look and understand the following:

- The physical environment in classrooms and the organisation within the classrooms and its effect on discipline; How learners are seated, whether in u-shape or the traditional way, whether the educator teaches standing at the front or moving between the rows, whether the educator's chair and table are placed at the front of the class or at the back of the class and the effects of each kind of organisation on classroom discipline.
- The organisation of people, i.e. educators and learners, for example whether they were able to be punctual for class, presentable, their characteristics, i.e. an autocratic, lenient or democratic educator and whether the educator was a male or female. The effect of all these on discipline were observed by the researcher.
- The interactions between educators and learners. The effects of formal and informal interaction, planned and unplanned interactions as well as verbal and nonverbal interactions between educator and learners and the effect of these on discipline.
- Programme setting, i.e. the availability or unavailability of resources, teaching media, educators' teaching styles, and the curriculum and how it is organised. All these had different effects on classroom discipline.

Henning et al., (2004: 87-88) point out that there are many researchers who observe in a site without real participation, who go to the scene of everyday life to explore issues that will reveal more about data that they acquired through interviews or in documents or artifacts. Cohen et al., (2007:397) offers a classification of researcher roles in observation as complete participant, participant-as-observer, and observer-as-participant. My role in observation was of a participant-as-observer. This means that my role in the classrooms was non-intrusive, merely noting the incidents of the factors being studied. My observations were recorded on the observation schedule. The role of participant-as-observer was taken to avoid interrupting the normal classroom situation and interactions, to ensure some degree of a natural classroom.

As has already been indicated in section 3.6, for the purpose of triangulation, i.e. comparing findings of one instrument (in this case, interview) with findings from another instrument (in this case, observation), an observation schedule was designed for classroom observations. The same observation schedule was used in different settings and the observation categories were predetermined. According to Cohen et al., (2007:397) the kinds of observation available to the researcher lie on a continuum from unstructured to semi-structured and then to highly structured observation. Semi-structured observations were conducted in this study. Thus an observation schedule in Annexure F was used and had items of focus determined prior to the observation. The following agenda of issues appeared on the observation schedule that was used:

- Types of discipline strategies employed by educators.
- Proactive or reactive discipline strategies.
- Discipline challenges.
- Classroom rules.
- Room set-up.
- Teaching style.
- Learner-educator relationship.
- Substitute educator.

Observation as a data collection technique is very different from interviews in the sense that the observation technique relies on the researcher's seeing, hearing things and recording these observations, rather than relying on subjects' responses to questions and their statements. My role during observations in the classrooms was non-intrusive. I remained detached from the group and the teaching process. In other words, I acted as complete observer, not participating, but merely recording information. The prepared observation schedule with items of focus determined prior to the observation was used to record the observations that were scheduled for observation in every classroom. Every observation was scheduled to take 40 minutes, which

was the normal lesson period in the schools visited. A total of nine observations were conducted in all three schools.

3.7 Data analysis

Once data from interviews and observations have been collected, the next stage involves analysing the data collected. Data analysis implies the integration of operations of organising, analysing, and interpreting data (McMillan & Schumacher, 2001:467).

According to Henning et al., (2004:6), when data has been documented it has to go through the process of analysis. Henning et al., (2004:6) further suggest that the researcher needs to work through the data to arrive at a conclusion in which he will try to “answer” the initial research questions and achieve the purpose of the study. In this study, qualitative responses gathered from open-ended questions were documented carefully and analysed qualitatively (manually) and similar responses were grouped together to highlight most common comments.

Coding was utilised for the purpose of data organisation. It is impossible to interpret data unless one organises it (McMillan & Schumacher, 2001:466) Cohen et al., (2007:369) describe coding as the translation of question responses and respondent information to specific categories for the purpose of analysis. In this study the categories were decided in advance. Interview questions were categorised, and thus the question responses were categorised in the categories wherein the questions were placed.

3.8 Conclusion

This chapter outlined the research design and methodology used by the researcher in this study. The following chapter focuses on the analysis and

interpretation of data, identifying its meaning and implications and finally presenting the data in a discussion.

Chapter 4: Research findings and data analysis

4.1 Introduction

The previous chapter outlined the research design and research methods employed in this study. The sample for this study as well as data collection techniques used were discussed in detail. This chapter presents the findings from the data collected in this qualitative study as captured by the researcher using interviews and observations. It also presents the analysis and interpretation of the findings.

The process of data analysis in this chapter is as suggested by Creswell (2007:147) and consists of preparing and organising the data for analysis, then reducing the data into themes through a process of coding, and finally representing the data in a discussion.

Interviews were conducted in the three sample schools as described in Chapter 3. For the purpose of this study, the Afrikaans medium secondary school in a more affluent area was labelled as School A, the fully integrated English medium secondary school in an affluent area was labelled as School B, the English medium secondary school in a low socio-economic area will be labelled School C. Six interviews with educators using an interview questionnaire with open-ended questions and three observations using a semi-structured observation schedule were conducted in each high school as described in Chapter 3.

Interview questions were divided into six categories, with category A focusing on teaching experience, category B on meaning of discipline, category C on discipline challenges, category D on discipline strategies, category E on rules, consequences and code of conduct, and category F on involvement of family and others in behaviour management. The categorisation of questions ensured that the researcher focused on issues of classroom discipline during the interviews. Interviewees in all three schools were asked the same questions. After introducing herself to each interviewee, the researcher presented the letter of informed consent and took the participant through the contents of the letter to emphasise the fact that participation was on a voluntary basis, to assure participants that confidentiality and anonymity would be maintained and that the participants could withdraw their participation from the study at any time. The participants

were made to feel at ease and relaxed. Questions that were not easily understood by the participants were clarified to ensure thorough understanding of all the questions.

The observation schedule had items of focus determined prior to the observation. The following agenda of issues appeared on the observation schedule that was used: discipline strategies employed, proactive or reactive discipline strategies, classroom rules, room set-up, teaching style, teacher-educator relationship and substitute educator. These pre-determined items of focus ensured that the researcher remained focused on issues of classroom discipline during the observation period. The researcher maintained a complete observer role to avoid interrupting the classroom proceedings.

Prior to presenting the research findings in terms of classroom discipline, it is important to report on the observation in terms of reception and the school environment; thereafter, each question in the interview questionnaire will be analysed based on the responses from educators in each school which will be followed by deductions. This will be followed by the analysis of observation findings on each item of focus as provided in the observation schedule.

4.2 Observation in terms of reception and school environment

School A

School A was an Afrikaans medium secondary school in a more affluent area. The same day that I forwarded my request to conduct research (which included a letter addressed to the school principal and Chairperson of the SGB, Approval letter from the Gauteng Department of Education in respect of request to conduct research in the Tshwane South District, a document explaining the research purpose and anticipated outcomes of the study) to school A, I received positive feedback through the principal's secretary to say I was welcome to come to the school and conduct research. As a result of this prompt feedback, this became the first school in which the research was conducted.

When I arrived at the school I was given a warm welcome by the school principal. All educators already knew the purpose of my visit to the school. Volunteers had already

submitted their names to the school principal and he had already prepared a schedule for each day. The principal himself accompanied me through to the identified office, which was the venue where I conducted interviews with educators. During tea break, I was accompanied to the staffroom and offered tea. As per the schedule, the principal came and accompanied me to the first educator for classroom observations and introduced me to the class. The same procedure was followed for the following two days. On the third day I was introduced to the school psychologist whom I interviewed. I was provided with the code of conduct which needed translation into English for me to understand it. On request I was provided with an educator who helped me with the translation of the code of conduct. Every person was welcoming and positive.

The school reception area was welcoming, well arranged and decorated for warmth. Coffee was prepared for me while I was still waiting for the principal. During tea breaks there was always some one who would offer me a cup of tea. The staff was friendly.

The school grounds were tidy. Security guards attended to me timeously. During break the learners would sit in groups as they would have their lunch while talking to one another without being loud. At a distance one could see two educators walking around the terrain to keep an eye on learners.

The culture presented by the principal and the staff was observed even in the classrooms through interaction of educators and learners. The culture was one of warmth, respect and cooperation.

School B

School B was a fully integrated English medium secondary school in an affluent area. I forwarded my request to conduct research with the same documents enclosed to the school. I also made a follow-up on my request and the personal assistant of the school principal did not come forth with a clear indication that I would be welcome to conduct research.

A day before completing my research at the first school I made a further follow-up with the school. At this point I decided to make an appointment to see the school principal

because he had indicated that there would not be a problem and that he had handed my application to the school's Public Relations Officer (PRO). On my arrival at the school, I could not see the school principal even though I had secured an appointment with him through his secretary. I managed to see the secretary who informed me that I could not see the school principal but I could start with my research after a day. She even gave me the school time table and highlighted my schedule. Later in the day I received a call from the same secretary indicating that the school principal said I would not be allowed at the school because the educators were too busy. I then had to find another fully integrated English medium secondary school, and as a result I started to prepare documents to present to the school principal of another school. I secured an appointment through his secretary. The following day I was able to meet with the school principal and to explain my situation. The school principal was still to discuss the matter with the SGB. Ultimately I received positive feedback from the school principal that permission to conduct research at the school had been granted.

The school environment was welcoming with neat gardens, security at the gate controlling coming in and going out of persons and cars. The reception was friendly. The school principal took me to introduce me to the Grade 8 head educator who took care of me for the whole day. I also had an opportunity to attend the school's assembly session, where they were saying farewell to one of the long serving educators who was leaving the school to join the private sector. The atmosphere in the hall was welcoming and learners seemed disciplined. The proceedings were smoothly run.

School C

School C was an English medium secondary school in a low socio-economic area. I forwarded my request to conduct research enclosing the same documents that were forwarded to School A and School B. On receiving my request, the school principal indicated that I would have to meet him to discuss the details of my research. The meeting was held and permission was granted to me to come and conduct research at the school.

At the entrance to the offices a “no cell-phones in classrooms” sign was displayed and in the yard, facing the gate, was a “no weapons allowed on this premises” sign. Late coming by learners was observed. The school corridors and classrooms are kept fairly clean with the exception of corridors, stairs and classrooms in the double storey building which was very dirty.

No security officers were stationed at the gate. The administration clerk ensured that the gate was locked, opened and closed for visitors. His office faced the school gate.

These three secondary schools represented different cultural and socio-economic backgrounds. This was portrayed at the reception areas and by the general school environments. The effects of the different cultural and socio-economic backgrounds are highlighted in the conclusion of this study.

4.3 Research findings from interviews

The participants’ responses are discussed in accordance with the predetermined categories as in the interview questionnaire. The responses are explained and analysed as given by the educators. The categories in the interview questionnaire determined the sub-sections in this section, where findings from each school are explained, followed by deductions.

4.3.1 Teaching experience

How many years of teaching experience do you have?

<i>School A</i>	<i>School B</i>	<i>School C</i>
<i>5 yrs</i>	<i>7 yrs</i>	<i>7 yrs</i>
<i>6 yrs, 6 months</i>	<i>11 yrs</i>	<i>9 yrs</i>
<i>10 yrs</i>	<i>15 yrs</i>	<i>16 yrs</i>
<i>16 yrs</i>	<i>19 yrs</i>	<i>22 yrs</i>
<i>21 yrs</i>	<i>20 yrs</i>	<i>24 yrs</i>
<i>24 yrs</i>	<i>21 yrs</i>	<i>31 yrs</i>

Deductions

The general finding is that the ages of educators in the three schools range from young to older. 5 of the educators had less than 10 years of teaching experience, 6 had teaching experience ranging from 10 to 20 years, and 7 had teaching experience ranging from 20 to 24 years.

4.3.2 Meaning of discipline

What do you understand by the word “discipline”?

School A

Some educators in this school see discipline as control. “Discipline means keeping learners under control because learners are still finding themselves. They do not know what is right and what is wrong” said one educator. The other educator said that he believes that learners’ freedom need to be limited until learners can demonstrate trustworthiness. “Discipline means not being free to do as you wish, but behaving within certain prescribed limits. Freedom is earned. The more I can trust learners, the more I will give them freedom”, he maintained. In response to the question asked, one educator said that the question is challenging and went on to say “I regard discipline as when learners give me a chance to teach. To be able to teach I need to be given attention. Attention from learners is very important to me. They will fully know when it is time to interact (talk). I am their teacher, not their friend. I need to keep a distance”. This utterance indicates that some of the educators are autocratic, and thus neglect the development of a good educator-learner relationship.

However, some educators see discipline as inner-control. A responsible behaviour, respect for educators, respect for other learners and the school property are seen by some educators as characteristics of discipline. “Discipline refers to behaving responsibly.

Learners must respect their educators, other learners and the school property. However, responsibility starts at home”, said one educator. The other educator said, “When learners focus, pay undivided attention, participate in discussions, pay respect, do their work as per instructions, and are punctual, that is the way I understand discipline”. However, it was indicated that responsibility starts at home. What is implied here is that responsibility should be taught at home by parents.

Some educators believe that there is still a need for a mind shift on the part of educators and learners with regard to education reforms, such as changing of the approach to education. It is believed that there is no discipline due to a lack of readiness of the school community. “Because the curriculum has changed, learners as well as educators need to make a mind shift because the approach to education has changed; only when such mind shift has occurred will we talk about the word discipline.”

School B

Some educators in this school understand discipline as punishment. “Discipline is punishment but not corporal punishment. I am not in favour of corporal punishment. Corporal punishment was used to instill fear”. Some educators see discipline as a concept that is difficult to understand. One educator said it is difficult because some learners are punished for expressing themselves. “You cannot suppress learners who ask questions”. One of the older educators maintained that he sees discipline as punishment. He indicated that in the olden days when a learner was given a hiding, he would change his behaviour immediately but today, for example, with detention the learners repeat the same misbehaviours frequently.

School C

One educator in this school said that she understands discipline as not to be punished but to behave well voluntarily. She perceives learners who are disciplined as those who are punctual and who do the work given. She also indicated that most of the learners are eager to learn but there are a few who are not eager to learn”.

Another educator indicated that learners behave differently in different situations. In other words, when they are treated with respect they respect others but when they are treated with disrespect they show disrespect to others in turn. The educator therefore emphasised that discipline depends on the educator-learner relationship developed. Some educators understand discipline as the learner doing what is required.

One educator said he does not expect interruptions when he teaches and that if a learner interrupts the educator while he teaches then there is no discipline in such a classroom. The other educator believes in being proactive and that discipline is also the learner's responsibility. This educator said "When I meet learners for the first time, I tell them what I expect from them and that discipline is their responsibility as well".

Deductions

Some educators see discipline as control over learners. They believe that learners are not able to decide between what is right and what is wrong and thus need constant supervision. However, there are some educators who see discipline as inner-control and thus ascribe discipline to the ability to act responsibly. To some educators this was not an easy question to answer.

4.3.3 Discipline challenges

Which discipline challenges do you find yourself faced with in your classroom?

School A

The following are the challenges that educators indicated that they are faced with in their classrooms:

In responding to the question some educators, said that it is very difficult to discipline learners these days since the educator has to be creative and always come to think of new ways of maintaining discipline. An educator said, "Adapting to the new approach has been challenging for me as an educator who has been in the education field for 21 years.

However, I had to adapt to the new system and make good out of it. There is no turning back”.

Educators do acknowledge that education and the curriculum is child centred, thus they cannot expect the educator to take control over learners. As much as they acknowledge the change, they still insist that the change of curriculum and the use of the outcome based education approach make it difficult for them to keep discipline. One educator said, “What we have is a more relaxed way of teaching and learning in the classroom, a casual environment”. Educators expressed the belief that learners have much more freedom. They cited the cell-phone as a big challenge in the classroom. They see themselves competing with cell-phones for the attention from learner. They indicated that learners use their cell phones and do ‘miXit’, which enable them to talk to one another at a cheaper rate. As a result they receive and send messages to one another.

Some educators expressed their dissatisfaction with regard to use of other alternatives to discipline learners. They indicated that the measures are lenient and leave the educator with very little disciplining power. On this point one educator said “I understand discipline as a means to control learner misbehaviour. In the olden days educators used to take control, today I can say they do very little as far as discipline is concerned. For example, with the point system, their task is to give a slip and the administration task of capturing is done by another person - and the slips are handed to the Grade Head”.

While other educators in this school pointed out that there are serious challenges in the classrooms, some seemed to be coping well. One educator said, “I do not experience discipline problems with learners in my classroom. I expect them to respect me and their classmates. I become their role model by respecting them”.

School B

Educators indicated that classroom discipline has become more difficult. They said too much is expected from educators. One educator cited this challenge as one of the contributory factors for educators to leave the education field. Educators mainly indicated change in the new system of education as the main challenge. They cited issues such as

the new curriculum, the outcomes-based approach which needs too much learner involvement as well as the disciplinary methods that are in place as challenging. One of the older educators in the school insisted that the use of corporal punishment could make a difference and highlighted that learners in the contemporary classroom abuse their rights. One educator said, "I would still prefer corporal punishment. I think it can be a deterrent. When corporal punishment was used, we had few incidents of misbehaviour. Today, learners abuse their rights"

School C

An educator in school C strongly expressed his frustration on the abolishment of corporal punishment. "Abolishment of corporal punishment frustrated educators. It should not have been completely abolished but should be administered by the principal or Head of Department" said the educator. The educator narrated the incident of violence that he witnessed in the Grade 11 classroom in which he was teaching. He said that a boy kicked a girl in the face, in the presence of the educator, violently. The girl started bleeding. The boy became so violent that when the educator tried to stop him, he was prepared to continue with the act. The educator seeing that the boy intended to continue with his action, lost his temper and assaulted the boy. He said the boy was violent at school and it was said that he was even feared at home. The disciplinary measure employed in this case was a written warning of a possibility of a suspension from school. This educator blames the abolishment of corporal punishment because he was also not supposed to assault the boy. According to the educator the consequence for this misbehaviour should have been expulsion.

The educator concluded by saying "I am frustrated, in the olden days there was discipline because a child remained a child. Though there was hiding, it was what parents could give as well for misbehaviour".

Most educators indicated that they do experience various discipline challenges in their classrooms. They cited late-coming, violence, bunking of classes, not doing homework, swearing at educators and other learners, use of cell phones in class, dagga smoking and possession of dangerous weapons. The uncontrollable use of cell phones in the school

was confirmed by the cell-phone notice posted at the entrance of the school. The educator said that it was posted at the beginning of 2007 since cell phones became a huge challenge as learners would have earphones, and would listen to music all the time.

One educator mentioned that discipline challenges are experienced mostly by new educators, who find it difficult to discipline learners.

Deductions

Generally educators find it difficult to establish discipline in their classrooms. The struggle is more daunting with some educators than with others. Those who have never relied on corporal punishment seem to be coping whereas those who have relied on it feel frustrated by the new system of education. The new curriculum in schools as well as the outcome-based-education approach are also cited as contributing to the discipline challenges. However some educators are being creative and some schools have made a great effort to put in place systems that enables them to establish some kind of discipline.

4.3.4 Discipline strategies

Which discipline strategies are used in your school to establish classroom discipline? Mention a discipline strategy and explain how it is applied?

School A

Educators in School A mentioned the following discipline strategies and also explained how they are applied in their schools:

Point system

It became clear that the point system is the start of the whole disciplinary system in this school. The system forms the basis of the code of conduct. In other words, the code of conduct stipulates various offences that are dealt with through the point system. Thus the

point system leads to detention, disciplinary hearing and suspension. This system, which is also called the merits-demerits system, is based on negative and positive points. It is operated through the issuing of slips. The following slips are used and were shown to me:

- Green slip issued for positive behaviour, achievement and contributions, for example when a learner picks up another learner's cell phone and hands it to educator, the learner gets the green slip. When issued with this slip, the learner gets +10 points to +50 points depending on the kind of positive behaviour. The positive behaviours are categorised into academic achievement, service contribution, participation in sports and others positive behaviours such as loyalty, correct appearance over a period of time, team spirit, handing in lost goods or money and portfolios handed on time.
- Yellow slip issued for less serious misbehaviour like books, equipment or diary left at home, copying homework or lending out work to be copied, being late for school or class, not working in class, eating, chewing, drinking in class, littering, absence from activities without reason, and incorrect appearance. The learner gets -10 points (negative points).
- Red slip issued for more serious misbehaviour like lying, assignment not handed in, fraud, cheeky with staff and use of cell phone in class. The learner gets -30 points (negative points).
- Orange slip issued for real serious misbehaviour like cursing, fighting, absent from school without permission, did not attending detention and dying hair. The learner gets -150 points (negative points).
- Blue slip: Only the principal issues the blue slip, e.g. expulsion for vandalism, drugs, weapons, criminal offence, theft, dishonesty in exam, assault, sexual molestation, fighting.

Detention

Detention is used as a follow-up disciplinary measure. On a weekly basis every learner gets a report with regard to their behaviour. This report is in the form of a computer printout from the administration office. All the slips are handed to the administration office by various Grade Heads on a daily basis to be captured by the administration officer. Only Grade Heads issue detention notices. Detention is given when a learner has more than 80

negative points and takes place on Fridays. Suspension is only used as disciplinary measure if detention does not help.

Suspension

“Suspension is done according to the law and procedures”, said one educator. The learner is suspended for a week only and then comes back to school. They are suspended until the chairperson of the committee makes the decision.

Criminal offences

The school may report criminal activity to the police.

Positive behaviour

This school acknowledges good behaviour through a merit awards system; for example, The Top 10 academic achievers are awarded merit certificates on a yearly basis. Top 10 academic achievers from each grade go on an excursion each year, e.g. theatre or factory. It is said that all learners work hard for that.

Basically this school utilises the code of conduct system, through the point system, detention warning system, as well as informing parents about the behaviour of the learner.

Substitute educator

The substitute educator concept is another additional system in place to maintain discipline. Educators call the school office early in the morning if not coming to work. It is announced in the staffroom and the staff-class allocation is drawn on the white board in the staffroom. A substitute educator is allocated a class for the period in which he or she is free. During register period the form educator announces the arrangement to the class. The substitute educator is with the class during the allocated period, looking after them and ensuring that they are busy with school work.

School B

Educators in School B mentioned the following discipline strategies and also explained how they are applied in their schools:

Point system

This school also utilises the point system as the main disciplinary system. There is a full-time paid member of the School Governing Body (SGB), who holds the position of Discipline Officer and Prosecutor. He only deals with issues of discipline in the school. He was an educator for many years in the school, was assigned to do the task on part-time basis but is now doing the task on a full-time basis.

This system forms the basis of the code of conduct. In other words the whole code of conduct is based on the point system, which is also called the merits-demerits system. Demerits are awarded under the following categories:

- Hazardous behaviour
- Inappropriate behaviour
- Disruptive behaviour
- Incorrect attire
- Possession or use of prohibited items

Different points are given for misbehaviours falling under each category. Learners may accumulate merit points to offset demerit points on a one-for-one basis.

Misdemeanour List

This school has a long electronic list of misdemeanour (misbehaviours), which has codes, points (positive and negative) and description of each misdemeanour.

Detention

Detention is organised by means of a computer. Once in two weeks, a printout report is issued to every learner to note his or her behavior. Grade Heads write out detention slips when the learner has attained 100 demerit points. The learner gets 75 positive points for attending detention. In this school that educators keep learners occupied during the detention period. For example, instructing the learner to study the code of conduct and rewrite it. During detention there should not be any sleeping. However, learners can do homework. One educator said that when there are few learners in detention, she gets time to talk to them and to get to know them better.

Suspension

For serious misbehaviour, learners appear for disciplinary hearing (in front of the SGB). Only SGB can impose suspension which is normally 3 days. The school principal can implement suspension when the learner is a danger.

Some educators in this school seemed to be impressed with this system. One educator said, “Schools without this system cannot make it. Application of this system needs to be black and white on paper”.

This is the main discipline strategy that is used in this school. The following are some of the strategies that educators in this school employ:

Incident report form

This school does not use slips with different colours, but only one slip, the incident report form, is used. Educators complete it and send it through for capturing. These are captured on the computer programme which they call “SASPAC”.

Time-out

Time-out is also used in this school. It takes place in the isolation centre, in the gymnasium. The learners are required to read the code of conduct and re-write it.

Daily reports

Daily reports are also being used. These daily reports contain the name of the learner and the grade. They are signed by the form teacher and sent to the parent or guardian who also signs it to acknowledge receipt of the report. Every educator comments for every period from Monday to Friday on the attitude, behaviour and quality of work of the learner under supervision.

In-class time-out

In-class time-out is not used at all.

Positive behaviour

A voucher system is utilised to reward learners for positive behaviour. Arrangements have been made with restaurants in the school area for a meal (dinner). This happens once in a year. One boy and one girl in each grade is given a R260-00 meal voucher and two movie tickets.

Substitute educator

The concept of a substitute educator is also utilised. In this regard learners go to the educator's class. If the educator is running a class, the learners without an educator join the class and occupy the seats in the back of the class. The educators say the idea is to monitor the learners and to look after them.

School C

Educators in School C mentioned the following discipline strategies and also explained how they are applied in their schools:

In most cases individual educators use their own discretion. They say the code of conduct is very broad. Thus the following disciplinary measures were mentioned by the interviewed educators.

Cleaning up after school

The learners are made to clean up the yard after school for late-coming and for class disruptions such as making funny comments or throwing papers while the educator is teaching. One educator indicated that consequences for misbehaviour depend on the case and the individual educator. What is implied is that cleaning up after school is not utilised by all educators in the school. Another educator indicated that a learner could also be punished by being instructed to go and clean the toilet.

Detention

Learners are sometimes kept after school for detention to do homework that has not been done. The detention period normally lasts one hour and is always under the supervision of educator concerned.

On the issue of detention, some educators in this school indicated that there are limitations to the use of detention as a disciplinary measure. One educator said that detention is not used often because it requires the educator to be present during such detention. The reason is that other learners use common transport and as a result time for detention is limited. As a result this alternative is regarded as not effective in this school. Another educator said, "Detention is not effectively used because it involves more paper work".

One educator seemed ignorant and raised a concern with regard to detention and said, "You remain with the learner after school and what the learner will be doing during detention. Detention does not work. Some learners use common transport. If you say they do work after school, learners do not honour the arrangement", she maintained.

Another educator said that he sees detention as punishment to educators. From these educators' articulations, it seems as if detention is minimally used if ever used at all.

Corner

For little mistakes in class, "corner" is used as a corrective measure. This means that the learner is instructed to stand in front of other learners at the corner facing the wall. One educator said that some learners do not like "corner", and thus avoid it by not misbehaving any more. However, she said that some learners like it because it gives them attention and thus they tend to misbehave time and again. Another limitation with the use of corner, the educator said, is that when the educator is busy teaching, the learner will keep doing funny things and other learners keep laughing. From these educators' explanations it became clear that though there are legal limitations with regard to discipline alternatives such as "corner", this alternative is used as in-class time-out.

Time-out

Learners who have smoked dagga are removed from the classroom by educators. "Generally removing learners from the class is not allowed because learners miss out", said the educator. The educator said he does not believe in using time-out because it delays class progress. He said as an educator you continue teaching other learners, and when the other learner comes back to class, you have to repeat the lesson.

Reporting extreme cases to the police

Extreme cases of misbehaviour such as carrying a dangerous weapon are reported to the police. Educator mentioned that the strategy of 'adopt a cop' is in use in the school. In this way the school adopts a cop, who will be called when there are extreme cases of misbehaviour. The educator said such measures have been taken because learners come to school with dangerous weapons and there is a practice of dagga-smoking on the school premises.

Ignoring the learner

The strategy of ignoring is also used in this school. This was suggested by an educator who says she is not in favour of applying punitive measures. She said in her experience ignoring a misbehaving learner helps. She also mentioned that as an educator you have to treat learners differently according to their situations. This educator also indicated that discipline depends on interaction between the learner and educator. However, she acknowledged that educators are struggling with regard to classroom discipline and therefore suggested the use of focus groups for discussions on issues of classroom discipline in the belief that such a measure could help educators to establish best practices.

Deductions

Schools do not use the same discipline strategies. Each school uses the strategy that it believes works. This is proved by School A that relies solely on the point system. School B relies mainly on the point system but incorporates other disciplinary strategies such as daily reports and time-out. A discipline strategy that is being used in the other two schools, namely, a point system is not used at all in school C. School C does not seem to understand the application of detention as a discipline strategy. Bench-marking then becomes a necessity for educators to determine best practices from schools in the neighborhood.

Which of the alternatives to corporal punishment recommended by Department of Education (2001) in the document: *Alternatives to corporal punishment: A practical guide for educators*, do you use in your classroom?

School A

Few educators indicated that they are familiar with the document and most educators said they are not. Educators in this school mentioned the following alternatives:

- Point system: It is the main system that is used in the school and educators are convinced that all processes are in place to enable smooth running of the system.
- Detention: As follow-up to the point system.
- Model good behaviour: Is not always practical because the educator has his on and off days.
- Verbal warning: could be effective.

School B

Educators in this school indicated that they are not familiar with the document; however, the following alternatives were mentioned:

- Point system: The educator further said that the point system is effective if properly monitored. The incident report form is used to determine the demerit points.
- Detention: Follow-up on the point system, Grade Heads write out detention.
- Time-out: It happens in the isolation centre, in the gymnasium.
- Daily reports: to assess the learner progress and report to the parents.

School C

Educators in this school indicated that they are not familiar with the document; however, the following alternatives were mentioned:

- Cleaning up: done after school as well as during school hours.
- Detention: detention is not used often.
- Corner: learner stands in front of class facing the wall.
- Ignoring the learner: educator said ignoring the learner helps.

Deductions

Educators in school B and school C indicated that they are not familiar with the Department of Education (2001) document: *Alternatives to corporal punishment: A practical guide for educators*, whereas in school A, some of the educators indicated that

they are familiar with the document. If all educators in two schools are not familiar with the document and only a few in the third school are familiar with the document, the implication could be that only principals of the schools but not their staff members accessed the documents, which means that principals might not have divulged the information to their staff. It is clear that school C educators are not familiar with the document; they were not even familiar with the use of the concepts nor were they familiar with the application of detention.

Which discipline strategy or strategies employed in your school do you regard as effective and why?

School A

Point system: The reasons highlighted for its effectiveness are the following:

Learners and parents receive a copy of discipline system of the school. Negative points (demerits) are attained for bad behaviour. Positive points (merits) are attained for positive behaviour. -10 negative points appear on the yellow slip. At -80 points, the learner sits for detention for 90 minutes, and gets 50 points off his/her negative points. If a learner gets -100 and above negative points, he sits detention for 3 hours. Prior to sitting for detention, the learner's parents are notified and a summary (computer print-out) is sent to the parent. During detention period, learners are expected to do their outstanding tasks or to rewrite the school rules. A Demerit summary is added to the academic report of the learner with a clear indication of the kind(s) of misbehaviour.

School A uses mainly the point system. Most of the educators said the system is effective. One educator said, "Compared to all the other alternatives, the point system is the most effective".

It is, however, important to state at this point that as much as most of educators see the point system as being effective there are a few educators who do not agree. One

educator said, “It’s as if we need something else, because administration of this system is quite a huge task, but I cannot say what else could be used.” These concerns were raised by the educator: firstly, that the point system takes a long process before the actual punishment or consequence for misbehaviour takes place. In this case, he suggested that correction needs to be a point of focus. “The learner could say, I can still make two more mistakes, how can I play the system? I am not close to detention, because detention only occurs after 8 yellow slips”, added the educator in trying to explain what he meant. Secondly, he stated that schools must not always focus on the negative, but must have a good system where they focus on positive behaviour. Merits and demerits must be dealt with as two separate processes, punishment for the negatives and awards for the positives and not to have one process where the demerits are being covered up by the merits.

School B

Educators in this school indicated that the point system is the most effective of all the discipline strategies that are being used in the school. This school uses the point system, daily reports and time-out. The system is organized by a computer. Once in two weeks a printout report is issued to every learner to note his or her behaviour. The learner goes for detention when he or she has attained 100 demerit points. Detention is supervised by an assigned educator. One educator indicated that for the point system to be effective, it needs to be monitored effectively.

School C

Educators in this school indicated that of all the discipline strategies that are employed in their school there is none that they regard as being effective.

Deductions

The point system is regarded as the most effective discipline strategy by most educators. However, the fact that the consequence will only be applied after the learner who misbehaved has attained a number of negative points indicates some flaws in the system.

Some schools do not have adequate resources to employ this strategy as a disciplinary measure.

Which discipline strategy or strategies do you regard as ineffective and why?

School A

- Time-out: Taking a learner out of the room could make the learner develop a low self-concept.
- Small tasks like tidying up of the classroom are not effective. Tasks like tidying up the classroom need to be done out of responsibility by the whole class on a voluntary basis so that learners could regard it as responsibility not to be used as an alternative to punishment.
- Community service could be good for those who like it. This should be seen as offering service not as alternative punishment. “Community service has to come from the heart, not as a consequence for doing wrong”, said one educator. The other educator said, “I do not believe in community service as a discipline strategy, learners miss lots of academic work and some learners take it as a joke, especially those learners who do not want to learn”.
- Withdrawal of privileges: Privileges lost by a learner would be gone. One educator said if you use this strategy, you need to be careful of what privileges you withdraw.

School B

- Time-out: Educators indicated that they do not think it is being used effectively. One educator said “I am not convinced that it is working as it should. We are still learning. Standards are applied differently by educators. Some use it immediately, some give learners a chance”. The other educator said that she only uses it for class disruptions and that it takes place in the gymnasium or at a desk facing the wall.

School C

- Detention: Educators believe that detention does not work. The issue of learners who use common transport is cited as a challenge to using detention as a discipline strategy. One educator said “If you say they do work after school, learners do not honour the arrangement”. Another educator said that he sees detention as punishment to educators. Thus educators maintain that detention is minimally used in this school.
- Another educator indicated that other educators use verbal expressions that are derogatory to learners. “What other educators do is to use the tongue in a destructive way to punish the learner, and this verbal cursing is in most cases used by female educators,” said the educator. She thus said the tongue can inflict more pain than a stick. “Currently the tongue issue is not clearly defined and it is more destructive. It is a silent killer”, said the educator.

Deductions

Some discipline strategies that are regarded as effective by some educators and are therefore used frequently by those educators are regarded as ineffective by some educators who then use them minimally or never. My deduction here is that the challenge could be in the application of such discipline strategies by some educators. Essentially there are other discipline methods such as verbal cursing that need to be done away with.

Which additional strategies do you personally use in addition to those used in your school to manage misbehaviour?

School A

One educator said that she does not give the yellow slip immediately. She stated that she gives warnings that are recorded in her book. It is only after the learner gets the third warning that she gives the yellow slip. The educator further stated that demerits do not mean anything to some learners. “I am concerned, why are they always under detention? Does it mean that the 3 hour detention does not work for them?” The educator suggests that giving the slip should be the last resort. Another educator indicated that consistency, preparation as well as achievement of objectives are very important. “The whole notion

that the current curriculum does not require planning and preparation is wrong. In fact it requires more planning and preparation as well as research on the part of the educator”.

“Learners generally do not misbehave, especially if you keep them busy. When they start getting bored, they start to misbehave”, said another educator and she continued to say “Small tasks like tidying up classroom are never used as a form of punishment but as the responsibility of the whole class. Learners draw the schedule of tidying up the classroom themselves. “Educators need to have integrity in giving the yellow slip. It cannot be a yellow slip all the time. Sometimes I talk to learners and never give the yellow slip”, said another educator. Some educators are concerned that their colleagues immediately give learners yellow slips and they never warn them or talk to them about their inappropriate behaviours. “If a learner speaks to another, pick only the concerned one and do not yell at all learners” said another educator.

School B

Most educators indicated that they would like to deal with discipline themselves. “Personally I never write a slip for a learner, only when I think it is serious, and I am unable to handle it”, says the Head of Grade 8. One educator said that she prefers to be involved with learners in their extramural activities so as to know what they excel at and that changes their behaviour to good. Educators believe that when they prepare their lessons properly, they will be able to keep learners busy and thus avoid misbehaviour. It is also believed by other educators that the ability to mix teaching styles depending on the situation has become helpful to them. It was interesting to hear another educator in this school saying she keeps a stick in her classroom so that learners see it but she does not use it.

School C

One educator mentions that he normally orders learners who have misbehaved to clean up the yard, their classrooms or the toilets. Other educators said that they believe in talking to learners and telling them how to behave. Another educator indicated that he does use corporal punishment but lightly.

Deductions

Educators sometimes use their own discretion in the choice of discipline strategies. Some of their choices are detrimental to establishing discipline while some are helpful.

Have you obtained some form of training and development with regard to applying classroom discipline strategies?

School A

When an educator is new at the school, it is ensured that he or she gets induction on the use of the point system as a discipline strategy.

School B

New educators receive coaching in terms of using the incident form, detention, the daily report and other discipline methods.

School C

Educator training and development is insufficient and in some cases lacking. In cases where it is lacking, educators use mostly their own discretion. Educators in the other school said that in-house skills development programmes do not exist at all.

Deductions

Educators in some schools are guided on the application of discipline strategies that are used in their schools whereas in, some schools, educators just use their discretion and make their own choices.

4.3.5 Rules, consequences and code of conduct

Are classroom rules necessary? Why?

School A

Educators said rules are necessary to create order in the classroom. Basic rules-not more than five applied in the whole school-were suggested.

School B

Educators said rules are necessary so that learners know how to behave towards their educators and their peers, and to respect school property.

School C

Educators said rules are necessary to ensure proper learner behaviour. “The classroom rules are displayed in every classroom”, said one educator.

Deductions

Generally educators see rules as being essential to keep order in their classrooms.

How do you come up with classroom rules?

School A

When it comes to classroom rules some educators said that they throw the ball at learners. In this way learners are involved in developing classroom rules. “Each classroom has its own rules, which are based on the school’s code of conduct. At beginning of the year, I request them to come up with the rules they want for the class. They make up the rules and it is unbelievable because the rules are so perfect”, said one educator. “Classroom rules are not displayed on the walls, learners know the classroom rules by heart”, said one educator. However, in the same school, another educator indicated that she comes up with rules herself. “I do not involve learners in coming up with rules, but I allow them to discuss the class rules. They are my rules not theirs”, she said,

School B

Each educator has her own rules that she has developed with her class. These rules are based on the school's code of conduct.

School C

Learners are involved in developing classroom rules.

Deductions

Generally learners are involved in the development of classroom rules. However there are still a few educators who believe that learners have no role to play in the development of classroom rules. This will make it difficult for learners to internalise the rules and make them theirs.

How do you ensure logical connection between the misbehaviour and the consequence?

School A

The consequence of misbehaviour is detention. This applies to most types of misbehaviours in the school, except for serious cases which would require suspension of the learner. Thus consequences are applied according to the code of conduct.

School B

Consequences for misbehaviour are listed in the code of conduct and they centre on detention. Time-out as well as suspension are the other consequences.

School C

Educators use their discretion in the application of consequences of various misbehaviors. “I just choose the method that I think will work at the time. Sometimes I choose to reprimand the learner for not doing homework; sometimes for the same misbehaviour, I tell the learner to leave the room or to sweep the floor”, said one educator.

Deductions

Generally there is no logical application of discipline. The systems in place are such that consequences are the same for a variety of misbehaviours. With the point system, what is different with regards to the issuing of slips is that different negative points are given based on the category in which the misbehaviour falls. Educators who do not use the point system and those who said that they use their own discretion, just do what they think will work. Basically, there is no logical connection between the consequences and the misbehaviours.

How does your school go about developing the code of conduct?

School A

Parents, through the School Governing Body, develop a proposal. Educators and learner representatives give input. The final code of conduct is approved by the School Governing Body.

School B

The code of conduct in this school is arrived at after deliberations by the headmaster and staff, the parents through the elected School Governing Body and representatives of the learners. The code of conduct is approved by the School Governing Body.

School C

The headmaster and the School Governing Body develop the code of conduct. The learner representatives are consulted.

Deductions

Generally the headmaster and staff, the parents through the elected School Governing Body and representatives of the learners develop the code of conduct which is then approved by the School Governing Body.

How are individual learners involved in the process?

School A

Educators indicated that learners could be more involved. The implication is that they are involved but not to the required standard.

School B

Learners are minimally involved.

School C

Learner involvement is very minimal. The practice is to hand copies of the code of conduct to the learners at the beginning of the year. There is a period for discussion to take them through the document which they read as individuals and sign.

4.3.6 Involvement of family and others in behavior management

Which role is played by parents in learner discipline?

School A

Generally educators do get sufficient support from parents. For example one parent wrote to say, “I support detention for my child”. However the educator indicated that there are still a few parents who think that their children are angels and do not misbehave.

School B

“Parental support is good. We have no problems. Most of the time educators get support from parents”, said one educator. With regard to parental support, another educator said that he would guess that between 30-50% of learners exhibiting discipline problems have problems at home. Lack of parental control at home, busy parents, single parenthood, all these were cited as contributory factors to learner misbehavior.

School C

Support from parents is minimal in this school. Parental involvement is poor. Seemingly badly behaved learners are troublesome even at home. Educators said most parents of learners who are truant are not supportive and that these parents would rather complain. However, one educator said the situation with regard to parental support was worse, but it was now improving.

Deductions

Educators in two schools do get sufficient parental support, while in the other school parental support is minimal.

In what way are other support structures involved in learner discipline?

School A

The school has a psychologist on site who deals with learners with behavioural problems. The presence of the psychologist adds to alternatives used by the school. The learners’ behaviour is monitored. The school psychologist also volunteered to be interviewed and she outlined their procedure as follows: The grade tutor talks with the learner; when they realise there is more to it than just inattentiveness or hyperactivity, they refer the learner

to the school psychologist. The psychologist said that twice a year she has meetings with parents to discuss various topics like how to handle a child. The psychologist highlighted the following as being important to the learner:

- Attachment of meaning-internalization
- Positive feeling (experience)
- Involvement (participation)

She suggested that in cases where schools do not have a psychologist, educators need to be taken through a programme that equips them with guidance and counseling skills.

School B

The school has a psychologist who comes to the school twice a week (Monday and Thursday) to address and follow up on learners with behavioural problems. Appointments are secured through the head educators so that these learners could meet the psychologist.

School C

The concept of a social worker was introduced in 2007. Thus the school has a social worker who comes to the school on Thursdays and Fridays. Appointments are secured through the Life Orientation educator for learners with behavioural problems to meet with the social worker.

Deductions

Generally schools do have psychologists or social workers who assist with behaviour management.

4.4 Research findings from observations

The findings from observations conducted in the three schools are presented in Table 4.4. These observation findings will be discussed and analysed in accordance with the predetermined items of focus as in the observation schedule.

TABLE 4.4: RESEARCH FINDINGS FROM OBSERVATIONS

ITEMS OF FOCUS	SCHOOL A	SCHOOL B	SCHOOL C
<p>Discipline strategies employed</p>	<p>Point system, thus educators were giving yellow slips to learners in the classrooms.</p> <p>Sometimes instead of giving learner slips, the educator called the learners and talked to them.</p> <p>Verbal reprimand in a polite way. One educator said “Sarah, you are not with me”. The learner responded, “I am with you, Ma’m” and the learner started to give the educator attention.</p>	<p>Point system, thus handing the incident forms to learners. This incident form was blue and it was the only form (slip) used.</p> <p>Use of a number of strategies to get attention because the Grade 8 class was hyperactive such as:</p> <p>Yelling much for attention, calling learners by their names and never ignore them.</p> <p>Daily reports completed by educators in class.</p>	<p>Punishment for not completing homework such as sweeping the classroom floor while the educator continued to teach others.</p> <p>Verbal reprimand: Learner stood up and disrupted others. Pointing at a learner with a finger with eyes wide open to instill fear. The educator said, “You, I warn you every day, and you do not change. You have not started writing, not so?” While reprimanding the learner, the learner looked down and continued writing. The learner did not apologise.</p>

ITEMS OF FOCUS	SCHOOL A	SCHOOL B	SCHOOL C
	<p>Mostly no need to employ disciplinary strategies because learners were self-disciplined.</p> <p>Learner happened to feel sleepy; the educator just called her name and continued with lesson. For example, “Michael, sit up straight.”</p>		<p>Passing the classroom where another educator was giving instruction to his class, I observed that an educator was giving learners a hiding. This means that corporal punishment is still being used in this school.</p>
<p>Proactive or reactive discipline strategies</p>	<p>The educator ensured that resources were sufficiently available so that each learner is actively involved.</p> <p>Classroom set-up also ensured prevention of discipline problems. This served as a discipline strategy and ensured proactivity.</p>	<p>The educator was proactive by ensuring that the learners understand the story. An Afrikaans story was translated into English for the sake of those whose mother tongue was not Afrikaans. If the educator had left some learners not understanding it could have caused loss of attention for some learners.</p>	<p>Educators’ discipline strategies were reactive all the time. For example, the learners’ punishment was to sweep the floor while the educator continued with the lesson. Another learner was sent out for not doing the homework.</p>

ITEMS OF FOCUS	SCHOOL A	SCHOOL B	SCHOOL C
		<p>Most of the time educators' discipline strategies were reactive. For example, the incident form was completed by the educator and handed to a learner for disruptive behaviour.</p>	
<p>Discipline challenges</p>	<p>Few learners with fluctuating attention.</p> <p>Some learners' homework not done.</p> <p>Some educators' teaching styles were autocratic.</p>	<p>Hyperactive Grade 8 learners.</p> <p>Learners talking all the time without raising a hand.</p> <p>Learners who joined the class in which the substitute educator was teaching were seated at the back and while some of them were busy with their school work, some of them would talk to one another.</p> <p>Some educators' teaching styles were autocratic.</p>	<p>Some learners' homework not done.</p> <p>Learner standing up and distracting attention of others.</p> <p>Some learners not attentive.</p> <p>Some learners withdrawn.</p> <p>Educator's instructions not clear and thus caused chaos in the classroom.</p> <p>Learners talking while educator taught.</p> <p>Lack of resources.</p> <p>Most educators' teaching styles were autocratic.</p>

ITEMS OF FOCUS	SCHOOL A	SCHOOL B	SCHOOL C
Classroom rules	<p>Rules not displayed in the classrooms.</p> <p>Each educator has her own classroom rules. Thus rules not similar in all classrooms.</p>	<p>Rules not displayed in the classrooms.</p> <p>Each educator has her own classroom rules. Thus rules not similar in all classrooms.</p>	<p>Classroom rules posted on the wall.</p> <p>The following were the classroom rules:</p> <ul style="list-style-type: none"> • No eating in the classroom • No bunking of class • No cell phones • No late -coming to the classroom • No talking while the educator is speaking.
Room setup	<p>Seating arrangement was as follows: Three u-shapes, one outer, second in middle and third inside. Thus few learners in the third u-shape. The educator's seat was in front except in one classroom where the educator's sat at the back of the class. Learners continued to do their work in a disciplined way.</p>	<p>The seating arrangement was the traditional style. This is the traditional seating arrangement where the learners were seated in columns and the educator sat in the front. The educator would move in between the columns.</p> <p>Very few resources or posters were visible in the classrooms.</p>	<p>Learners sat in boardroom style, in small groups, ready for group work. Seating arrangement was more or less girls together, boys together in a group. The educator's seat was in the front. While giving the lesson, the educator would move around the small groups.</p> <p>Very few posters were visible in the classrooms.</p>

ITEMS OF FOCUS	SCHOOL A	SCHOOL B	SCHOOL C
	<p>Classroom conducive for type of subject. For example, all resources and posters displayed on the walls are subject related.</p>		
<p>Teaching style</p>	<p>Attention level was very high for learners. Learners seemed relaxed and free to engage with some educators but not with all educators.</p> <p>Individual learners were given attention. The educator talked to individual learners and ensured every learner participated. Learners knew who had to answer next because they followed one another according to the seating arrangement which was in U-shape. Thus this group did not raise hands for answering.</p>	<p>Educators operated between the two teaching styles: Autocratic and democratic.</p> <p>Explained a lot so that learners can understand what is expected from them.</p> <p>Discussed with learners with regard to remedial lessons for those who were struggling with subjects. The educator was flexible, and said to learners, “Find a day where there are no sports activities, e.g. Monday”</p> <p>The educator ensured that she was audible enough.</p>	<p>Educators were more autocratic. Intimidated learners and seemed to be feared by the learners. One educator was too lenient with the learners and therefore his classroom was noisy.</p> <p>Learners responded in a group (like singing).</p> <p>Learners did not seem to be having resources like a ruler and red pen to mark with; hence there was fidgeting. The learners were looking at one another as they requested a pen or ruler from one another.</p>

ITEMS OF FOCUS	SCHOOL A	SCHOOL B	SCHOOL C
	<p>The educator was probing to assist learner to answer questions appropriately.</p> <p>On the other hand, there was an educator who did not control the answering and learners answer in a group. Thus the educator could not hear who was giving the correct answer and who was not.</p> <p>One educator sat down while teaching thus receiving less attention from learners.</p> <p>Clear instructions were given at the beginning of a task.</p> <p>Those who did not understand asked for clarification.</p>	<p>The educator ensured that the lesson was interesting.</p> <p>The educator insisted that one learner answered at a time.</p> <p>The educator's instructions were clear and were given at the beginning of the task.</p>	<p>The educator lacked skills to discipline the learners. Learners just continued to give answers in a group. The educator did not give individual attention or an opportunity to ensure learners had the right answer.</p> <p>One learner was not participating in the lesson and the educator seemed not to be aware of it.</p> <p>Some educators' instructions were clear with the exception of one educator whose instructions were not clear, leading to chaos in the class.</p>

ITEMS OF FOCUS	SCHOOL A	SCHOOL B	SCHOOL C
<p>Educator- learner relationship</p>	<p>Learners were respectful towards their educators.</p> <p>The educator-learner relationship was good. One learner showed the educator work that she has done and educator said, “Wonderful”. That was encouraging.</p> <p>The learners were relaxed, free to talk to educator and to one another.</p> <p>Educators were caring, cooperative and supportive.</p> <p>Learners felt valued. For an incorrect answer the educator preferred to say, “I do not agree with you”. For a correct answer, she would say “Excellent, brilliant, or perfect”. This was positive reinforcement.</p> <p>Grade 12 learners were more</p>	<p>Learners seemed free and happy.</p> <p>Educator was caring and supportive. In an Afrikaans lesson, she translated the text into English to ensure that every learner understood the story.</p>	<p>There was a distance between learners and educators.</p> <p>It seems as if learners were not willing to answer or give reasons when they had done wrong. Seemingly, educator-learner relationship is poor.</p>

ITEMS OF FOCUS	SCHOOL A	SCHOOL B	SCHOOL C
	<p>disciplined than their juniors.</p> <p>Learners who delayed to answer, responded positively by saying “Sorry Ma’m”, and then found an answer and supplied it.</p>		
Substitute educator	A substitute educator looked after learners and ensured they were busy working.	A substitute educator looked after learners and ensured they were busy working. Learners join to the class where the substitute educator was teaching.	Learners without educator in class were observed walking on the corridors, hindering other learners who were being taught.

The findings are explained and analysed as observed in the classrooms. The following items of focus are used to organise the analysis into sub-sections:

- 4.4.1. Discipline strategies employed
- 4.4.2. Proactive or reactive discipline strategies
- 4.4.3. Discipline challenges
- 4.4.3. Classroom rules
- 4.4.4. Room set-up
- 4.4.6. Teaching style
- 4.4.7. Educator-learner relationship
- 4.4.8. Substitute educator

Deductions

The following were deduced from data collected through observations (as in Table 4.4) and are presented based on the indicated items of focus:

4.4.1 Discipline strategies employed

The point system is being used by educators in two of the schools, while in the other school the system is not used at all. Verbal reprimanding is also used. Some educators use it in a polite way whereas other educators use it in a way that intimidates the learners. A verbal reprimand is intimidating if it instills fear in a learner. Learners in Grade 12 are more disciplined in class than those in Grades 11, 10 and 9. To establish discipline in the classrooms of Grade 8 learners is a challenge to educators. Educators who respect their learners and address them well seemed to be respected by their learners. This means that learners can act responsibly if they are empowered to do so. Educators do sometimes use discipline methods that degrade learners and even interrupt their own lessons. For example, a learner sweeping the classroom floor while the educator continues teaching.

4.4.2 Proactive or reactive discipline strategies

Most of the time educators are reactive in employing discipline strategies. Educators can be proactive and thus prevent learner misbehaviour.

4.4.3 Discipline challenges

Educators in schools that are located in low socio-economic areas face challenges such as lack of resources, learners are withdrawn and the educator-learner relationship is poorer than in schools located in more affluent areas.

4.4.4 Classroom rules

Some learners misbehave and break the rules even when they are posted on the wall. For example, a classroom rule may not allow talking while the educator is teaching but learners often break the rule.

4.4.5 Classroom set up

Seating arrangement can only facilitate learning; however seating arrangement does not seem to eliminate learner misbehaviour. Learner discipline depends on learners' understanding the importance of having inner control. An educator sitting at the back of the class could give learners a chance to self-discipline and to take responsibility rather than always being in front as a symbol of authority, but that will only happen if learners understand the essence of being disciplined.

4.4.6 Teaching style

Educators use different styles of teaching and each style has different effects on learner behaviour. For example, in a class where the educator attempts to use a democratic style,

learners tend to be more relaxed and positive, whereas learners in classes of autocratic educators are not open and the classroom atmosphere becomes hostile and unpleasant.

4.4.7 Educator- learner relationship

Some educators are able to create a good educator-learner relationship and have their learners respect them, whereas other educators create a hostile relationship between themselves and their learners. As a result they create a distance between themselves and their learners and in this way mutual trust and respect are not created. Successful discipline depends on educators' ability to establish positive relationships with their learners.

4.4.8 Substitute educator

The concept of a substitute educator is not applied the same way by different schools. In school A the substitute educator goes to the learners' classroom, whereas in school B learners go to the class of the substitute educator. School C does not make an effort to keep learners busy in the absence of their educator.

4.5 Conclusion

This chapter organised the findings from interviews as presented by the respondents and observations as observed by the researcher in a classroom setting. The chapter also analysed the patterns emerging from the data that was collected from the sample that was involved in this study. Deductions were made based on the situations in three secondary schools. The findings are an indication of what might be happening in different schools with regard to classroom discipline.

The following chapter focuses on conclusions and recommendations as well as aspects of further study.

Chapter 5: Conclusions and recommendations

5.1 Introduction

The focus of the previous chapter was the analysis and interpretation of data collected through interviews and observations with the intent to find answers to the research questions posed in Chapter 1 of this study. The interview questionnaire and the observation schedule, although at different levels of detail and design, covered issues around classroom discipline and thus enabled the researcher to gather relevant data to answer the research questions posed. Apart from the differences in detail and design, the core outcomes and findings are similar. The investigation has confirmed that some educators are able to establish discipline in their classrooms while others struggle to achieve the same. The factors contributing to this discrepancy have been identified as the difference in the meaning ascribed to the word discipline in schools by different educators, the challenges that educators are faced with in their classrooms, and the different discipline strategies that are being used by different educators as well as their effect on classroom discipline.

This chapter provides the conclusions drawn from findings of this study in terms of the meaning attached to the word “discipline” in schools, the challenges which educators are faced with in the contemporary classroom, and the discipline strategies that are employed by educators to establish discipline in their classrooms. Recommendations of a practical nature to the problem of classroom discipline are also provided in this chapter.

5.2 Conclusions

The conclusions are drawn as per the research questions of this study, which compose the main themes and are thus presented as follows:

5.2.1 The meaning of the word “discipline”

The study revealed that educators attach different meanings to the word “discipline”. It became evident that to some educators discipline is synonymous with control through

punitive measures; to some educators it is synonymous with the development of moral character and it is thus perceived as the ability to behave responsibly. To some educators, discipline remains synonymous with corporal punishment, whereas to some educators it implies self-discipline.

Most educators perceive discipline as control through punitive measures because these educators themselves grew up and were educated in a school system where child rights violations were prevalent. This then means that some educators have not yet made a mind shift to come to understand the essence of discipline in the context of a democratic society. These educators see discipline more as control and therefore suppress learners' ability to develop inner control. Their perception of discipline as control is aligned with Foucault's perception of discipline as expressed in Chapter 2 of this study, where he describes discipline as a technique of power that regards individuals as objects of its exercise (Foucault, 1977:170). What is evident is that some educators fail to see the ultimate purpose of discipline as the empowerment of learners to make decisions on their own. They fail to understand the essence of the development of self-discipline that can be attained when learners are provided with an opportunity to discover the relationship between the decisions that they make and their consequences, and therefore learn that they have control of their lives. In other words, they fail to understand that discipline is the learner's responsibility.

Those who see discipline as development of moral character and development of the ability to act responsibly have their perception of discipline aligned with Rossouw's perception (Rossouw, 2003:420) that discipline is meant to provide a learner with the skills required, and to help the learner to be prepared to act as a responsible member of a society. This perception is also aligned with the development of self-discipline. In this way discipline is viewed as preventative. However, those who still believe in corporal punishment, see discipline as physical punishment.

Lack of training and development has been revealed as the source of inconsistent interpretations of the word "discipline".

5.2.2 Discipline challenges in the contemporary classroom

Most educators are struggling to find alternatives that will enable them to feel in control of the learners they teach, and as a result they are suffering from stress and some consider leaving teaching because of difficulties in dealing with learner misbehaviour. In section 2.3 Finlayson (2002:7) confirms that the main cause of educators' stress is learner misbehaviour. One cannot help but marry this struggle with the educators' lack of knowledge and skill to establish discipline in their classrooms. This study has revealed that most educators have not received formal training with regard to the discipline strategies recommended by the Department of Education and their application and thus use their own experience and gut feel.

Some learners are not cooperative towards their educators and turn to violent and aggressive behaviour, smoke dagga and carry dangerous weapons. This confirms what is expressed by Flannery (2005:22) in section 2.3 of Chapter 2 where he mentions that learners constantly disrespect, disrupt and demean. This also confirms Bateman's (Pretoria News, 28 May 2007) report that learners carry knives and fire arms, verbally abuse and threaten their educators.

This study has also revealed that some educators still see corporal punishment as a necessary classroom tool. The educator from one school saying that he still uses light corporal punishment, the researcher's passing one classroom and observing that one educator was actually giving a learner a hiding and an educator from the other school saying she keeps a stick but does not use it, confirm this conclusion. This conclusion is also confirmed by what is cited in section 2.3 of Chapter 2 from the Minister of Education, Naledi Pondor (Department of Education), where she confirms that corporal punishment which is in direct contravention of the law, is regrettably practised in many schools. It is also crucial to note that educators who never relied on corporal punishment as a means to establish discipline are not facing as many challenges as those that had relied solely on corporal punishment.

Most parents of learners who are truant are not supportive. Insufficient, and in some cases a complete lack of parental support in learner behaviour management is another challenge that has been revealed by this study. Schools do not get 100% support from parents with regard to learner behaviour management. This confirms what Holford (2006:18) says in section 2.4.5.2 of Chapter 2 that not all parents respond positively on receiving reports that their children have been corrected for misbehaviour.

Educators in schools located in low socio-economic area experience intensive discipline challenges whereas schools located in affluent areas face less discipline challenges.

5.2.3 Discipline strategies employed by educators in their classrooms

This study highlights that classroom discipline strategies that are used by educators in their classrooms are based on the assertive model of classroom management and as such discipline strategies are control-oriented. Although classroom rules are determined and agreed upon with learners, the consequence of breaking the rules is punishment of some sort. This varies from educator to educator. It could be time-out, detention, cleaning up after school, ordering the learner to stand at a corner in the classroom and so on. Basically educators use punishment to establish discipline in their classroom and use rewards to encourage good behaviour. Gordon (1989:23) states that rewards and punishments are used by educators to control learners. As a result of the use of control-oriented strategies, educators are not always successful in establishing discipline. Although some educators manage to keep learner misbehaviour within tolerable limits, some educators are not managing at all. Gordon (1989:81) asserts that when control-oriented strategies are used to establish classroom discipline, learners engage in various coping mechanisms in a quest to achieve some degree of autonomy or at least to make life more miserable for those trying to coerce them. In other words, learners who have been coerced usually show very little self-control when they are outside the influence of the controller.

There is often no logical connection between the learner's misbehaviour and the consequence. In other words, the application of consequences, which is explained in section 2.4.3.2 of Chapter 2, is not considered and thus consequences are not logical. For example, with the application of the point system learners get points which ultimately lead

to detention. In this way detention becomes the ultimate consequence, irrespective of the kind of misbehaviour. This is a big concern because the learners are not able to associate the consequence with the misbehaviour if the learner sits for detention, which occurs long after the misbehaviour was demonstrated. Hence the educators' concern is that a discipline measure such as detention does not seem to improve the situation. It is detention after detention while most learner behaviours do not change.

This study has also revealed that schools utilising one discipline system as the main discipline strategy in the classrooms, have some form of consistency in application of such a system in comparison with a school wherein there is no agreed discipline strategy and as a result educators use different strategies depending on their experience and discretion. It is a disturbing finding to determine that some educators use certain discipline strategies even when they are not convinced that they will be effective and also to discover that some educators refrain from using other forms of punishment but use harsh abusive verbal expressions that are emotionally destructive to the learner.

Most discipline strategies used by educators are reactive rather than proactive. Most educators focus on eliminating negative behaviours rather than teaching appropriate behaviours. What happens is that most educators just hand slips or incident report for learner misbehaviour and there is very little time for a one-to-one talk with the learner. The development of a good educator-learner relationship is neglected by most educators. These educators are mostly autocratic and create a hostile atmosphere in the classroom with the hope of achieving fewer discipline problems if they could make learners fear them.

Insufficient educator training and development and in some cases lack of educator training and development have also been revealed in this study as factors contributing to classroom disruption. In two schools new educators are trained and receive coaching in terms of using the discipline strategy that is commonly used in the school. However, this is insufficient because these educators only acquire knowledge and skills in applying a particular discipline strategy and not about all the other strategies. This then limits their choice of discipline strategy because they do not have knowledge and skills to apply them. In the other school, educator training and development in terms of classroom discipline is completely lacking.

5.3 Recommendations

Recommendations to address the problems identified in the themes described above are presented below:

5.3.1 Benchmarking against best practices

There is a need for schools to benchmark their practices against the practices of other schools to establish best practices. For example, schools within the same district should establish a forum in which the school administrators and their staff could collectively share their challenges and come up with possible solutions to discipline-related challenges that are faced by educators. This recommendation is based on the finding that some schools use discipline systems that enable them to establish discipline whereas other schools severely struggle with discipline. This endeavour can be achieved through district workshops. Thus the Department of Education districts needs to coordinate workshops on a regular basis so that individual schools do not operate in isolation but come together to discuss and share best practices with regard to systems that could be effective in establishing discipline in the contemporary classroom.

5.3.2 Internal workshops

Individual schools also need to hold internal workshops where individual educators could come together to find and share better strategies of inviting discipline in their classrooms. This recommendation is informed firstly by the finding that some educators struggle severely with discipline while others are fairly able to establish discipline in their classrooms and secondly by the finding that there is no consistency in the application of disciplinary alternatives and some educators use alternatives that have been proven to be ineffective by other educators within the same school. Fellow educators can provide support in several

ways. Another way is to schedule regular meetings where Grade Heads can share behaviour management solutions with educators of the same grade.

Beginner educators need to be taken through an existing programme to become familiar with the disciplinary system that is employed by the school.

5.3.3 Skills development programmes

Skills development programmes need to be developed and rolled out in every district to build the capacity of educators in effective use of proactive discipline strategies rather than control oriented-strategies. This will assist educators to start to see prevention as the most effective form of behaviour management and to focus on the prevention of learner misbehaviour rather than reacting on learner misbehaviour. In this way educators will be equipped with appropriate skills to prevent the occurrence or escalation of learner misbehaviour from the beginning and will thus focus on teaching appropriate behaviours rather than eliminating negative ones.

Skills development programmes should cover the following important issues:

5.3.3.1 Classroom management models

Educators need to understand the three major models of classroom management and the principles that they are founded on. Knowledge of these models which were discussed in section 2.4.2 namely, assertive discipline, logical consequences and teacher effectiveness training is seen as critical to equip educators with the understanding of the continuum represented by these models in terms of the amount of educator versus learner control. The assertive discipline model emphasises a high level of educator control in the classroom and thus focuses primarily on reward and punishment. The logical consequences model emphasises the need to meet learners' innate needs, as well as employing logical consequences to shape learner behaviour while the teacher effectiveness training model emphasises the importance of giving control of classroom behaviour over to the learners themselves, so that they come to have inner control. Understanding of these models will enable individual educators to develop personal theories of discipline which will act as a

guide and help eliminate problems that stem from having to take decisions without the benefit of a firm set of principles. This is regarded as important because the best system of discipline needs to be established by educators themselves, and thus be tailored to meet their particular personality, the realities of their learners, school and community they serve.

5.3.3.2 Proactive discipline strategies

The following proactive discipline strategies need to be internalised by educators in order to establish discipline in the contemporary classroom:

- Creation of a good educator-learner relationship is essential because successful discipline depends among others on educators' ability to establish positive relationships with their learners. Educators should employ a humanistic approach by speaking to individual learners, knowing their learners and developing mutual respect.
- Empowering learners to make intelligent decisions, to accept consequences for their decisions and be equipped to make better decisions in the future. This can be achieved by providing learners an opportunity to think, act and take responsibility. Educators need to understand that choice empowers. Educators should empower learners to be in charge of their own behaviour and learning and to feel confident that their needs are met. In this way they will be fostering self-discipline. When educators teach learners to make valid decisions in the context of free choice and to be held accountable for the decisions they make, responsibility is fostered.
- Inculcation of values and thus developing the learner's character. Discipline is not possible without the inculcation of values. Inculcation of values develops character and enables learners to be able to distinguish between right and wrong. It is thus the role of the educator to inculcate values and to be a good role-model for learners.

- Educators require a discipline approach that permits them to work cooperatively with learners, their parents and other support structures in behaviour management. Therefore partnership with parents and other support structures in behaviour management needs to be strengthened. In this way learners' behavioural problems could be attended to at an earlier stage. Educators also need to use the availability of psychologists and social workers to help learners to become responsible adults that are envisaged by the South African society.
- Educators should adopt a democratic style of teaching, thus abandoning autocratic and permissive styles of teaching. This means that educators should provide firm guidance but should not promote rebellion. Learners should be allowed to make decisions. Educators should help learners to understand that making decisions is tied to responsibility. This means that learners should be helped to internalise that they are expected to assume responsibility for what they do and for the consequences of their actions. In this way learners will assume self-discipline.
- Educators should abandon the use of control-oriented strategies such as rewards and punishment, since these are control tactics. Instead, they should encourage learners to behave acceptably because they see that doing so is advantageous to themselves and their classmates. Educators should work with learners helpfully and respectfully, ensuring learning while preserving learner dignity and a good educator-learner relationship. This is imperative because discipline in the classroom means teaching the learner a set of inner controls that will provide him with a pattern of behaviour that is acceptable to society and that will contribute to his own welfare and progress.
- Finally, educators should think of themselves as educator-researchers as they go about in their practice. They need to think about the constant and changing needs of their learners. They also need to learn from their positive experiences and negative experiences in their schools to determine what to do and what not to do. Essentially they need to work closely with colleagues in their school and in the education community to find strategies and techniques that work.

5.4 Recommendations for further research

Establishing discipline in the contemporary classroom as a major challenge to educators that was identified and researched, has revealed new questions that necessitate further research. The first questions calls for an inquiry into whether the use of control-oriented discipline strategies impacts on the learners' future and relationships and the second questions calls for an inquiry on the impact of culture and socio-economic background on learners' behaviour.

5.5. Conclusion

This study examines how discipline can be established in the contemporary classroom. A qualitative research design was used to gain understanding of this phenomenon. The study explores the different meanings that are attached to the word *discipline*, the challenges that educators are faced with in the contemporary classroom as well as discipline strategies that are currently employed by educators in order to establish discipline.

The findings of this study have been able to answer the research questions posed in Chapter 1 of this study. The questions were answered through the research findings which confirm the articulations made by different authors in the literature review that was conducted for this study. The question that sought to understand the meaning that is attached to the word *discipline* in schools was answered and the conclusion drawn is that the word *discipline* is perceived differently by individual educators. The question that sought to understand the challenges that educators are faced with in the contemporary classroom was also answered and the conclusion drawn from this study is that, in their quest to establish a disciplined classroom, educators face daily struggles as indicated in section 5.2.2 of this chapter. The question which sought to understand discipline strategies that are currently employed by educators in their classrooms was also answered and the conclusion drawn from the findings of this study is that most educators use control-oriented strategies to establish discipline and in their employing control-oriented strategies, they promote learner misbehaviour and rebellion. Many shortcomings with regard to the use of control-oriented

strategies were identified and a number of proactive strategies were recommended as a means to establish discipline in the contemporary classroom.

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UMnyango WezeMfundo
Department of Education

Lefapha la Thuto
Departement van Onderwys

Date:	05 March 2007
Name of Researcher:	Serakwane Jane Mathukhwane
Address of Researcher:	66 Kruinsig
	Haymeadow Street
	Fearie Glen
Telephone Number:	0129918632
Fax Number:	0123094752
Research Topic:	Establishing Discipline in the Contemporary Classroom
Number and type of schools:	3 Secondary Schools
District/s/HO	Tshwane South

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*



4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
 5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
 6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Senior Manager (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
 7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.
 8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
 9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
-
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
 11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
 12. On completion of the study the researcher must supply the Senior Manager: Strategic Policy Development, Management & Research Coordination with one Hard Cover bound and one Ring bound copy of the final, approved research report. The researcher would also provide the said manager with an electronic copy of the research abstract/summary and/or annotation.
 13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
 14. Should the researcher have been involved with research at a school and/or a district/head office level, the Senior Manager concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

ACTING CHIEF DIRECTOR: OFSTED

The contents of this letter has been read and understood by the researcher.	
Signature of Researcher:	
Date:	07-03-2007



The Glen High School

Telephone: (012) 348-8625
Facsimile: (012) 348-8617
c/o Garstfontein Road and Corobay Avenue
Waterkloof Glen
Pretoria

P.O. Box 35073
Menlo Park
0102
South Africa

25 April 2007

REQUEST TO CONDUCT RESEARCH

Ms Jane Serakwane has permission to do research at The Glen High School for her studies at the University of Pretoria.

A.B. BRINK
HEADMASTER



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17 April 2007

REQUEST TO CONDUCT RESEARCH

Ms Jane Serakwane has permission to do research in Hoërskool Garsfontein for her studies at the University of Pretoria

D D VAN ZYL
Principal



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

JAF TA MAHLANGU HIGH SCHOOL

TSHWANE SOUTH [D4]

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Tel: (012) 805-3616
Fax: (012) 805-0832

18 April 2007

**To : The Promoter
University of Pretoria**

**From : M.E Mathibela
(Principal)**

SUBJECT : Permission to conduct research.

This serves as confirmation that **Jane Serekwane** is hereby given permission to conduct research at the above school in support of her Masters dissertation in education.

Yours faithfully

**Mathibela M.E
Principal**

GAUTENG DEPARTMENT OF EDUCATION TSHWANE SOUTH D4
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2007 -04- 18
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GAUTENG DEPARTMENT OF EDUCATION TSHWANE SOUTH D4



LETTER OF INFORMED CONSENT

ANNEXURE C

**TITLE OF THE RESEARCH PROJECT: ESTABLISHING DISCIPLINE IN THE
CONTEMPORARY CLASSROOM**

15 AUGUST 2007

Dear Participant

You are invited to participate in a research project aimed at exploring knowledge, skills, attitudes, and values that are required by educators in order to be able to establish effective discipline in the contemporary classroom. This invitation is open to all educators who have at least five years of teaching experience.

I am a registered student for the MEd: Educational Management Law and Policy Studies at the University of Pretoria and this study is done as part of my Masters degree.

Your participation in this research project remains voluntary. Should you declare yourself willing to participate in an individual interview, confidentiality is guaranteed and you may decide to withdraw at any stage should you wish not to continue with an interview.

You will be interviewed in order to share your experience with regard to classroom discipline and to share your opinion with regard to strategies that you deem effective for classroom discipline.

The results from this study will be used to equip educators to improve their classroom discipline strategies by enabling them to find more constructive ways of building a culture of discipline among learners and to develop personal systems of discipline tailored to their individual philosophies and personalities as well as to the needs and social realities of their schools and communities.

If you are willing to participate in this study, please sign this letter as a declaration of your consent, i.e. that you participate in this project willingly and that you understand that you may withdraw from the research project at any time. Participation in this phase of the project does not obligate you to participate in follow up individual interviews, however, should you decide to participate in follow-up interviews your participation is still voluntary and you may withdraw at any time. The research results may be released to the schools which participated, however, under no circumstances will the identity of interviewed participants be made known to your school, the University of Pretoria or the Gauteng Department of Education.

Participant's signature : Date:

Researcher's signature : Date:

Researcher's contact details:

Name: Jane Serakwane

Tel: 073 185 7071

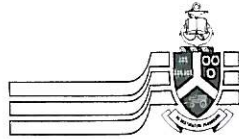
E-mail: jane.serakwane@labour.gov.za

Supervisor's contact details

Name: Dr Rika Joubert

Tel: 012 420 5514

E-mail: rika.joubert@up.ac.za



UNIVERSITY OF PRETORIA
FACULTY OF EDUCATION
RESEARCH ETHICS COMMITTEE

CLEARANCE CERTIFICATE

DEGREE AND PROJECT

INVESTIGATOR(S)

DEPARTMENT

DATE CONSIDERED

DECISION OF THE COMMITTEE

CLEARANCE NUMBER : EM07/06/02

M.Ed (Education Management and Policy)
Establishing discipline in the contemporary classroom.

J M Serakwane - 24343863

Education Management and Policy

13 June 2007

APPROVED

This ethical clearance is valid for years from the date of consideration and may be renewed upon application

**CHAIRPERSON OF ETHICS
COMMITTEE**

Dr S Human-Vogel

DATE

3 August 2007

CC

Dr HJ Joubert
Mrs Jeannie Beukes

This ethical clearance certificate is issued subject to the following conditions:

1. Adhering to the stipulations explained in the e-mail to jané.serakwane@labour.gov.za.
2. A signed personal declaration of responsibility.
3. If the research question changes significantly so as to alter the nature of the study, a new application for ethical clearance must be submitted.
4. It remains the students' responsibility to ensure that all the necessary forms for informed consent are kept for future queries.

Please quote the clearance number in all enquiries.



INTERVIEW QUESTIONNAIRE

ANNEXURE E

Participants: Educators

Duration: 40 minutes

A: Teaching experience

1. How many years of teaching experience do you have? -----

B: Meaning of discipline

2. What do you understand by the word "discipline"-----

C: Discipline challenges

3. Which discipline challenges do you find yourself faced with in your classroom?-----

D: Discipline strategies

4. Which discipline strategies are used in your school to establish classroom discipline? Mention a discipline strategy and explain how it is applied?-----



5. Which of the alternatives to corporal punishment recommended by Department of Education (2001) in the document: Alternatives to corporal punishment: A practical guide for educators, do you use in your classroom?-----

6. Which discipline strategy or strategies employed in your school do you regard as effective and why?-----

7. Which discipline strategy or strategies employed in your school do you regard as ineffective and why?-----

8. Which additional discipline strategies do you personally use in addition to those used in your school to manage learner misbehavior? -----

9. Have you obtained some form of training and development with regard to applying classroom discipline strategies?-----

E: Rules, consequence and code of conduct

10. Are classroom rules necessary? Why?-----



11. How do you come up with classroom rules?-----

12. How do you ensure logical connection between the misbehavior and the consequence?-----

13. How does your school go about developing the code of conduct?-----

14. How are individual learners involved in the process?-----

F: Involvement of family and others in behavior management

15. Which role is played by parents in learner discipline?-----

16. In what way are other support structures involved in learner discipline?-----

OBSERVATION SCHEDULE

ANNEXURE F

School A - B - C

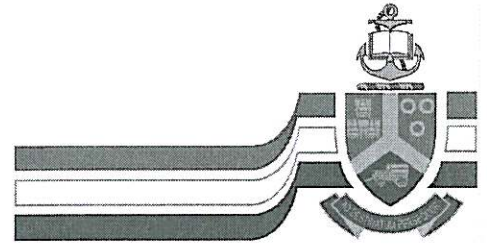
ITEMS OF FOCUS	Educator 1	Educator 2	Educator 3
Discipline strategies employed			
Discipline strategies employed: proactive or reactive?			
Discipline Challenges			
Classroom rules			
Room setup			
Teaching Style			
Educator-learner Relationship			
Substitute educator			





UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

ANNEXURE G



University of Pretoria

Pretoria 0002 Republic of
South Africa
<http://www.up.ac.za>

Faculty of Education
University of Pretoria
Groenkloof Campus
PRETORIA 0002
South Africa

2007-09-27

TO WHOM IT MAY CONCERN

This is to certify that the thesis titled *Establishing Discipline in the Contemporary Classroom* by Jane Mathukhwane Serakwane was edited by me for grammar errors. The editing was done on a hard copy after which it was the responsibility of the candidate to hand in a corrected electronic copy that was scanned for errors again.

Yours faithfully

Prof. MJ Kühn
DEPARTMENT OF CURRICULUM STUDIES
E-mail: tinus.kuhn@up.ac.za